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ABSTRACT

This report contains an account and analysis of the SCATE (Student Course and Teacher Evaluation) Program which was designed to initiate and assess educational evaluation programs at Bowdoin College, Florida Presbyterian College, Colby Junior College, Rosary College, Central State University, Bethel College, University of Redlands, University of Houston, University of Alabama, and Northeastern University. The goals for SCATE included fostering any educational effort whose end was to make students more involved in their school, their academic life, and their education in general. Section 1 of this report gives an overall picture of what happened. Section 2 reports on the experiences of each school, and includes a summary of the program, an account of how it was conceived and how it was actually implemented, criticism of the program and what can be learned from it. Section 3 discusses the problems and things to be learned from the SCATE schools and from the evaluation procedure. Section 4 presents a paper discussing how computers are used in evaluations and future ways in which they might be used. Section 5 presents a proposal for a national data processing center. Sample materials from each school are included in the appendix. (AF)

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FINAL REPORT
Project No. 6-2955
Contract No. 2-7-062955-2839

PROJECT SCATE: AN EXPLORATORY PROGRAM FOR THE IMPROVEMENT OF UNDERGRADUATE CURRICULUM AND INSTRUCTION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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February 28, 1969

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U.S. DEPARTMENT OF
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PROJECT SCATE:
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Project No. 6-2955
Contract No. 2-7-062955-2839

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February 28, 1969

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National Student Association

Washington, D. C.

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CONTENTS

This report contains an account and analysis of a two-year program sponsored by the U.S. Office of Education. SCATE, Student Course and Teacher Evaluation, was designed to set up an evaluation program at each of ten campuses. For the benefit of the reader the following description of the organization of this report is given.

I. INTRODUCTION: A general introduction explaining the grant, its goals, philosophy, and an overall picture of what happened.

II. REPORT ON EACH SCHOOL: A separate report on each of the ten SCATE schools:

- a. a capsule summary of the program at that school,
- b. a detailed account of the program at each school as it was conceived--its prospectus,
- c. a detailed account of what in fact did happen at the school, and
- d. a section devoted to criticisms and what can be learned from the school and its program.

III. WHAT CAN WE LEARN: This section is devoted to discussing problems and things that can be learned from the SCATE schools and from our experience with evaluations in general.

IV. COMPUTERS IN TEACHER EVALUATIONS: This is a paper devoted to the ways computers are being used in evaluations and the ways they might be used in the future.

V. RECOMMENDATION FOR DATA PROCESSING CENTER: This is a proposal for a national data processing center for schools conducting teacher evaluations.

VI. APPENDIX: Sample materials from each school.

NOTE: For the benefit of the reader, it is recommended that the most efficient way to read the report would be as follows:

1. Introduction
2. Capsule summary of each school
3. Criticism and "what can we learn" section for each school
4. General "what can we learn" section.

Readers who are then interested in a specific program or part of the report can return to relevant sections for a more detailed account of that area.

INTRODUCTION

The proposal for Project SCATE was the combination of years of scattered and uncoordinated experimentation with methods of getting comprehensive, useful feedback to instructors. Most projects were begun at schools as a direct result of learning of such activities at some other campuses. Almost never was any coordination brought to the development of different kinds of evaluation programs. Professional researchers, as well as numerous students and faculty members, began to articulate the values of evaluation systems of one style or another well before student involvement reached into the field on a significant scale (Harvard students began in 1924). As student activism began to grow in the last decade students articulated their own claims of responsibility to evaluate faculty, and even their obligation to do so, in order to develop a useful, contributive role in attaining the goals of the university.

Many instructors came to support student feedback as being in their own interest because of the need to know of their own ability to communicate, to find out what motivates students in their realm of study, to know how student values may be changing, and even to understand the basis of his own image in the eyes of students. Students who are asked to offer feedback to instructors are challenged to analyse the system they are working in. He must, in some form, articulate what is of consequence in his education framework, and set priorities as to which are most important and which should be dealt with first. On a more general level, student involvement in other academic programs have advanced as a result of the self-analysis and educational research that is necessary in the evaluation program.

Because of their isolated existence, the experience gained from evaluation programs, however, did not offer useful information on the types of evaluations best suited to any one of a wide variety of campus environments. Project SCATE has attempted to study the development of educational evaluation, as it progressed from its inception, in ten distinctly different environments: Some of those differences turned out to be relevant, while others were not detectably so. SCATE, however, should amount to a new contribution to the literature in the field of course and teacher evaluations. The directors of Project SCATE of course brought their own educational concepts to the program, always to be modified to some degree by the other staff members working with him. One attitude of unmeasurable impact, but which affected a significant part of the grant's administration, was the desire for the SCATE project to begin a wider range of educational reform on each campus. That made SCATE a tool not only for the more specific feedback to improve teaching but a program which deserved as much latitude and as few constraints as possible, to enable the most dynamic education impact. Such opportunities are clearly reflected in the parts of this report dealing with the diversity of program proposals allowed and the non-controlling role the NSA staff decided to play, in order to foster programs unique to the dynamics and personality of each campus.

Within the broad area of course and teacher evaluation, the staff also reflected particular interests. Although those interests certainly were not imposed upon any school, nor probably even known to most campus directors, they did result in the encouragement of certain approaches and the discouragement of others. The staff, perhaps because of its familiarity and experience with the problems of large scale, computerized, evaluations, felt a particular concern and interest in the success of such campus programs. The other major thrust of interest from at least one staff member was in the direction of personal informal evaluation programs, which would put the instructor among some students, talking about the situation they were in and the problems and successes they were having. Supplemental to that conversation could be questionnaires, which are very useful for bringing in the opinions of all the students in a classroom, who of course could not participate in a useful group discussion. Though the staff generally advocated publishing involuntary evaluations, informal evaluations answered different needs. As one staff member put it: "informal evaluations (discussions) help to fulfill the college students' two main needs--a need for intimacy and a need for identity. Both of these needs are fulfilled by the personal communication taking place in the discussion between teacher and student. It was considered a costly change, though, in that the campus wide informational value of a published evaluation--along with a publication's indirect effects, was lost. A subjective evaluation also presented the vast difficulty of getting instructors to participate, since there obviously is no tactic to force a person into a constructive discussion. In the past, a majority of instructors, in NSA's experience, always decided not to participate even in evaluations that were much less time-consuming, much less critical and certainly much less dynamic experiences. All the reasons that caused instructors to avoid evaluations, from gross insecurity to simple lack of confidence in students, were part of the challenge in this new kind of program.

Another challenging aspect of this new approach was the willingness of students to confront instructors, honestly, even if they were relatively secure from grading and other foreseeable retributions. Encouraging such confrontation was expected to be a major problem of the program organizers on the campus. It proved to be an even bigger problem than expected.

Student goals related to teacher and course evaluations covered a much broader range of efforts. SCATE was organized to improve many conditions on campuses, and the teacher evaluation was only a suggested tool. The campuses were told explicitly that if educational reforms of the nature for which SCATE was intended, (those intentions being broadly defined) should be achieved (using more indirect methods than outright evaluations) SCATE would support those methods. This was reflected in the first phase when the prospecti were handed in at the SCATE workshop. Bethel's decision to examine the role of the student in their particular education schema seemed sound, and, if done well, it could have been the most dynamic program ever to happen to their campus. Bowdoin, in their prospectus, decided to orient its studies toward problems of the freshman year and the subsequent role that group played in the college. It was a serious, individualized approach that did result in a published evaluation--a device which is only a potential tool in a broader study. These kinds of educational goals were to be supported by the SCATE staff continually through the year.

SCATE's calendar plan consisted of a seven-month organizational phase, a twelve-month developmental phase, and a five-month evaluation phase.

The first phase covered some final negotiations with the U.S. Office of Education on the grant, gathering of applications from sixty-three of the 930 colleges notified, and selecting twenty finalists to be visited. The grant proposal stated that the schools were to be "representative of the major division of American higher education." That decision caused a choice of a junior college, public and private four year liberal arts universities, a church related college, an "experimental" college, a relatively vocational-oriented college, a men's college, a women's college, and a deep South college. Within these categories additional criteria were applied which were directed at (a) seeking out the school that had not previously done useful evaluation, (b) that demonstrated coherent expectations that fit into a large educational reform program and (c) that showed a likelihood for developing some unique and innovative aspects of their educational program. Schools were also specifically discounted if they seemed to be applying mainly for financial aid or if they seemed to expect NSA to do the evaluation for them. Schools with good programs already underway were considered less favorably. As the staff was assembled, visits were made to the finalist schools and the final participants chosen. A workshop was organized for the end of the first period, at which delegates from each school presented and discussed plans for the evaluations. A Handbook of Guidelines--a provoking set of questions educational researchers should ask themselves--which NSA distributed to interested schools throughout the next year was also written and distributed.

Phase II, the developmental stage, included a newsletter for a brief period, until all ten programs branched into different operations. Phone contacts were then used quite regularly to keep in touch with the directors. Each campus was visited during each academic quarter. The first trip concentrated on simply assisting in organizing where possible and attempting to ensure that each program was soundly structured. Financial negotiations with the Office of Education along with the congressional budget freeze were notable time-consuming problems for the NSA office, forcing credit for salaries, travel, and all other expenses to be requested for the Association until mid-winter. The winter trips to campuses concentrated on taping interviews of the most prominent faculty members, administrative members, and students in each SCATE program for comparison and study of different perspectives on the campus situation. Beginning attempts were also made in this period to compile comprehensive reports on previous evaluations' costs and computer uses. One problem we found at this time was a certain bewilderment or frustration on the part of a few campus directors as to what NSA wanted of them. They seemed to have expected considerably more specific guidelines concerning what they must do to satisfy NSA or the U.S. Office of Education or some "grant" requirements. NSA had attempted to make it clear in the original choice of schools, at the Maryland (Phase I) workshop, in the correspondence and phone calls to campus personnel, and in discussions and meetings on campus during the Fall visitation, that no specific guidelines were going to be offered. NSA was not necessarily going to bail a program out of trouble, helpful as that may have sounded, if it would jeopardize what could be learned from that school for the benefit of many programs in the future. NSA was available to help on mechanical devices, in offering the benefit of much organizational experience, and in political problems on campus where traditional, already well-known opposition arose over very old arguments. Beyond assistance of this nature, the national office played a predominantly information-gathering role, urging collect phone calls when problems of any nature developed so that suggestions, resource material, or outside personnel contacts might be offered. The staff was also prepared to contact anyone on campus either by phone, letter, or in person if it would be useful to the program and not jeopardize the goals of the Project. NSA staff members worked on a peer group level with campus programs and were not accepting roles as mentors of an authoritarian nature.

The Spring visits to the campus concentrated on interviewing faculty members, seeking the effects they perceived. The samplings included both those who had participated in the program and those who did not. The end of the second phase amounted to drawing together reports from campuses concerning the year's proceedings and preparing for the three-day workshop toward the end of the summer.

Phase III began by reviewing all the data gathered on each program and contacting relevant people to fill in details. Trips were then made to most campuses to observe the status of the SCATE program beginning its second year, noting changes made in any new efforts, and to gather opinions from all sectors of the campus community that had either been invited to participate in or had opinions about the SCATE program.

The two summer workshops SCATE held varied considerably in nature. The first, almost a week long effort at the University of Maryland near the end of Phase I, was structured to examine and discuss each school's prospectus draft, drawn up over the summer. Several resource people were brought in from educational institutions to contribute criticism, suggestions, and advice based on personal experience. The workshop generated more self-confidence in the leaders of the campus programs, but, unfortunately, allowed many to operate off of a prospectus that proved far too general to be completed or even begun in a serious way in one year by an inexperienced committee.

The workshop held a year later was oriented quite differently. Little value was anticipated in having very diverse programs relate their entire experiences. Therefore, the emphasis of the two days of active work was on drawing out the innovative aspects of each program. The results of this conference, i.e., the scrutiny of the individual innovations developed in the SCATE project, are considered within the section devoted to a report on each school.

Following are capsule summaries of the nature of the ten programs that did evolve. They are presented here only to sketch the breadth of the total program; the comprehensive reports are presented later in this paper.

Colby Junior College: A very small (600) two-year girls junior college. They attempted a discussion group system carefully oriented around each class. One set of general procedural guidelines were given by a central committee. Under the joint effort of student and teacher a separate questionnaire was to be developed for each class which was later to serve as the basis for class discussion sessions. Discussion sessions were to be attended by trained student "listeners" who would record relevant proceedings and contribute them to a final report of some sort.

Central State University: A school of 3,000, 85% of which are Negro. They attempted a standard evaluation with questionnaires to be machine processed ultimately to be used in a published booklet. The campus was closed down because of racial issues and the SCATE program essentially ended a short time thereafter with no results.

Florida Presbyterian College: A small innovative school conservative in its approach to social issues but progressive in its attitude toward academic innovation. A small scale personal evaluation was attempted involving 75 students and no more than eight faculty. It revolved around students' learning journals. Students were to keep a daily account of their growth in whatever way they wished. The journals were then given to the faculty members who were involved in the project.

Bowdoin College: A small selective men's school in Maine. They attempted a sprawling psychological and sociological study of the freshman and his environment and ended up, after internal conflict, by publishing a very traditional evaluation of the freshman courses. They succeeded in producing a high quality booklet analyzing freshman courses, but fell far short of their original goals.

University of Houston: A school of 28,000 with a highly pragmatic orientation. They planned out a three stage program to take place over two years. It was designed to first revise the school catalogue of courses, then to provide teachers with student opinions--in confidence; and then to publish a traditional evaluation. Much time and effort was devoted to gaining institutional support. Plans were carried out carefully and successfully. A major school structure has been created in the SCATE program.

University of Alabama: A large conservative school, it produced two published evaluations. The evaluations were done on a strictly voluntary basis which produced faculty critiques that were uniformly favorable. The program had little effect on the campus as a result of the innocuous publications.

Redlands: Redlands is a small conservative school in California. The student government developed a serious plan focused on encounter groups as the medium of the teacher evaluation. Students and faculty were to meet and discuss relevant issues. One member of each group was supposed to be trained as a group leader.

Northeastern University: A large school of 25,000 in Boston based on the co-op education system. Highly career oriented, they carried out a traditional evaluation, with results appearing in a published booklet. They succeeded in getting strong faculty participation even though the evaluation was voluntary. Great numbers of people were involved in mechanical tasks.

Rosary College: A small Catholic girls school in River Forest, Illinois. The goal of Rosary's evaluation program was to increase communication on campus. Discussions were held ranging in size from groups of two or three to a lecture hall of 200. Fireside chats were held in which faculty members would invite students into their homes. The evaluation of faculty was clearly secondary to an attempt to increase communication on the campus.

The diversity of the SCATE programs can be seen at a glance from these thumb-nail descriptions. Many results of the SCATE project are discussed in the "What Can We Learn" sections of each school's program. Some of the appropriate information that could be taken from these sections is integrated into the general concluding essay by the same name. The concluding "What Can We Learn" section contains much more than a selection of relevant ideas from each school however. It considers some of the crucial questions, both theoretical and practical, involved in doing an evaluation. It is based on knowledge and experience gained from the SCATE schools, from other schools doing evaluations, and from personal experience acquired in doing an evaluation program at Stony Brook University.

Project SCATE certainly left an array of effects on the ten pilot campuses. At one school, Redlands, where a very useful model building effort was made, many students feel there is less chance for a successful program now than before SCATE started. This reaction is said to have been due to internal frustrations of the student government--of which the SCATE program was the crowning frustration. Several campuses completed published evaluations, Alabama and Bowdoin, and Northeastern, one within the first semester, and at least one school left such a mixed effect that SCATE is in a position to begin again with as much latitude as it started with a year ago on that campus. Another school, the University of Houston, has created a major new structure by which the student government contributes to the university.

The NSA staff discovered it must do more personal work, with directors in particular, very early in the program to convey the educational philosophy which characterized the wide latitude in which they could work, on which the office's actions were both based and constrained. Active interventions or contributions of some more viable sort would have been desirable at several pilot schools to demonstrate NSA's continued interest in their efforts. One type of assistance that would have been useful, (and it is recommended for consideration in future projects) is the instructing of campus groups on methods of periodically assessing their own program in the eyes of their community. Vital data, of which SCATE could have used more, concerned the self-evaluative efforts of the subjective effects of various campus programs. The pilot programs with the more innovative ideas in subjective, educational efforts suffered most from this problem. It is a methodological problem encountered by all informal subjective programs which seriously affects the usefulness of what has been done. It is a question, therefore, which is more carefully considered in the concluding "What Can We Learn" section.

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A Brief Summary of SCATE at Bowdoin

From the very beginning Bowdoin, a small highly selective men's school, showed a desire to be independent of NSA in its SCATE project. Their original plan was to attempt a piece of research designed to analyze the total learning environment of the freshman himself and the entire freshman year. The author of the original Bowdoin perspectus left the campus after one semester's attempt to carry out his plan. In his absence, the thrust of the SCATE project changed direction sharply. The project became one whose prime goal (as far as efforts were directed) was to produce a course and teacher evaluation publication covering the freshman courses. In January, of 1968, a fifteen-member committee was appointed, representing all classes and living units, whose function was to administer the SCATE questionnaires, sift the results, and file the reports. The full committee divided into sub committees composed of a chairman, two other SCATE committee members and a senior in the department who was not a SCATE committee member. Questionnaires were given to freshmen who had just completed courses as well as juniors who had taken, or were taking, the same freshman courses. Returns were received by an estimated 90% of the 240 freshmen. The smallness of the school and the interest of the SCATE staff account for the high returns. Over a period of time the results of the questionnaires were tabulated and written into synopsis form by several of the SCATE staff. The results were then mimeographed and given to freshmen and some faculty members. The freshmen were theoretically to choose their electives with the help of the publication. During the project, faculty and administrative opposition were pleasantly absent. Faculty and administrative opposition were absent most probably because neither group was consulted to any significant degree.

The final publication was presented in paragraph form without the use of any statistics. It was a well written and careful presentation designed to offend as little as possible and yet remain honest and frequently personal.

THE PROSPECTUS

The prospectus states that SCATE will be a study of the total learning environment for freshmen--not only an evaluation of courses and teachers. It will uncover the factors determining the learning environment, assess their relative contributions to it, and suggest the ways for combating those in need of reform. The prospectus of the SCATE project at Bowdoin College contains lofty goals coupled with a vague plan of attacking extremely difficult research problems. From the very start the Bowdoin staff stated that it wanted to do much more than the traditional course and teacher evaluation. "The Bowdoin proposal for the project SCATE goes beyond an evaluation of courses and teachers by students. Indeed, we are interested in refining present curriculum standards, as well as creating new methods of instruction and course innovation. Our study centers itself around two elements: the freshman himself, and the environment he lives in . . . Thus, our project begins with an analysis of the learning environment and the elements that either help or hinder a student's intellectual stimulation and growth. Our basic guidelines revolve around five points: (1) the smallness of the student body, (2) the faculty outlook toward the teaching profession, (3) the freshman curriculum as prescribed in the college catalogue, (4) and the very high percentage and meaning (both academic and social) of fraternity membership, and (5) the lack of co-education or a proximate complimentary women's college. Our aim will be to determine the significance of each at present, the importance of each in developing the 'ideal' learning environment, and the methods used to create and foster each along 'ideal' lines."

The prospectus goes on to state some of the methods which are going to be used to accomplish the stated ends. "Our study shall be carried out through extensive questionnaires administered to the freshman class when it arrives on campus, and before they complete their first year; through interviews with freshmen, and the use of questionnaires and interviews with members of the other three classes, specifically in the form of before and after questioning of participants in given courses; and the faculty and administration. With validated findings we shall be able to make constructive recommendations to the faculty and governing boards of the college for change where we determine that the need for changes . . . exists."

WHAT HAPPENED

The heart of the final report is put well on page two of the report itself: "The SCATE committee on our campus was not entirely pleased with the results we obtained. Instead of a cohesive set of recommendations for the reform of the freshman year, we ended up with a variety of individual course evaluations; useful, but insufficient."

The Bowdoin campus did in fact not only produce a collection of such evaluations, but published them in booklet form and made them available to freshmen and a small number of other interested faculty and administrators. Bowdoin produced a well-written traditional course and teacher evaluation publication.

The final report, though, in restating what the goals of the SCATE project were, goes through three statements which generally follow the ideals stated in the prospectus but then adds a fourth goal. It states as the last of the four goals: "Establishment of a system by which students might obtain advance, uniform advice on course selection." Evidently the decision to make such a "system" one of the goals of the project had been made well after the project had been begun. It might be better said that the goal grew out of the work, rather than the work was generated from the goal.

The report goes on to evaluate SCATE even though its product and its goals did not match. ". . . We do feel that the project had some elements of success. Students had a significant feeling of participating in their educational process. Since they were being called upon to evaluate what confronted them in the classroom, they tended to scrutinize their professors and course content more piercingly than had been generally the case before this year. At the risk of exaggerating the role of our committee's efforts, we feel that this development marks a greater involvement in education by Bowdoin students, an involvement that will probably be transmitted into better learning.

At this date it is difficult to summarize the effect of our project. Of course, one result will be the continued publication of a course and teacher evaluation book. Doubtless, the very presence of the evaluation booklet, with its frank appraisals, will have impact on the individual faculty members discussed and on the content of the courses each offers. Since the results seem to convey a general repudiation of the large lecture type class, perhaps the faculty will make greater haste in providing alternate methods of instruction."

The report contains the details of the questionnairing and the committees which did the work involved. It also attempts to explain why the project turned out the way it did. "Perhaps the real reason for the committee's failure to match results with expectation was in our committee's repeated underestimating of the amount of time that reproducing, colating, and finally distributing the questionnaires eventually filled. Hence, by the time we obtained and digested our results it was too late in the year for us to debate their significance and agree on a comprehensive set of proposals. The principal failure in our program was our slowness in getting organized."

WHAT CAN WE LEARN

The impact of the finished product on the Bowdoin campus was mild. The faculty seemed in favor of it--those who had not been adversly rated--and the students were generally pleased to have such a booklet available. Neither the students nor the faculty were especially excited, nor were there any major reactions that could be called outraged. Part of the reason for the mildness of the students' response was that freshmen have a very limited number of choices to make in their program. Most freshmen have one choice to make. They did say, though, that they used the booklet to make that choice and that, overall, their reaction was that it was nice to know what you are"getting into" beforehand.

The fact that Bowdoin ran its SCATE project independent of the official school bureaucracy influenced two of the project's outcomes. One was that the project did reach publication and was made available to students, (i.e. it avoided being bogged down in bureaucratic procedures) and the other was that the effects of the projects, insofar as it started basic institutional reform--were slight. Publishing the document and running the project outside the official school bureaucracy makes early signs of institutional change almost impossible. The type of institutional change that the project can hope for is only in the future as the institution reacts to the existence of the new publication. Of the three beneficial results cited earlier, two most nearly approaching the original goals are suppositions made with little or no empirical basis. (1) That the presence of the book will have impact on faculty members and their courses, (2) That students benefited significantly from participating in the evaluation process. These two claims might just as well have been made before the SCATE project was done--and would have had as little or as much empirical basis to support them. This criticism is made, first, because it is not a problem unique to Bowdoin; second, because, in fact, the publication had just been published when this report was written, and third, because their was no mechanism for gathering evidence to support claims like these, nor are there any such mechanisms now being developed. The probable benefits of Bowdoin's SCATE project lie mainly in:

1. The increased likelihood that it will be carried on (as indicated by a remaining SCATE structure).
2. The educational experience derived by the few people actively involved.
3. The service it provides in choosing courses.
4. The potential it generates for possible constructive outgrowths and reactions from the rest of the college community--students, faculty and administration. It is impossible to tell what sort of beneficial reactions may result, however, especially when no follow up study is done. Such as evaluation can be made only over time. One must "wait and see."

Students could not sustain interest and activity in research plan that was not clear, specific, and one which did not provide feedback as to its progress. Students themselves changed their own goals--despite internal student conflict--to make their goal a more feasible one.

Their change in goals was a result of internal conflict coupled with the feeling that what they were doing was a losing enterprise and one that could not really be completed. Many of the members of the SCATE committee began to see what was started as something that was impossible to complete. The originator of the project, firm in his original ideas and proposals, ended by leaving the school, and SCATE, formerly theoretically oriented toward the environmental influences on freshmen was drastically revised. It was cut back from the roaming theoretical plan for research of the freashman and his learning environment to the more attainable goal of producing a course and teacher evaluation booklet. Although the change in goals was never this clearly stated--that is, there might still have been hopes to use such a publication as a stepping stone to future more general research plans--it is clear that the top priority goal was the production of such a booklet. Efforts were devoted more toward that than toward anything else.

The original goals of producing research on the total learning environment were almost completely fulfilled. Unrealistic goals caused a waste of time, dampened spirits, and, in other schools, the failure of the entire plan.

The type of goals originally sought were ones assessing the importance of various conditions effecting the "total learning environment," and, in addition, plans for reforming those areas in need of it. The nearest the

Bowdoin project came to satisfying these goals were the statement of these two conclusions:

1. Doubtless the very presence of the booklet, which is frank in its appraisals, will have impact on the individual faculty member discussed and on the content of the courses each offers.

2. Results seem to convey a general repudiation of the large lecture type class.

Bowdoin's final SCATE report attempts, very briefly, to explain some of the reasons for the failure of the Bowdoin SCATE to reach its original goals. The report is partially correct in citing as a cause of failure a lack of anticipation of problems and lack of insight. Although the report claims that the lack of anticipation was one of mechanical matters, it is suggested that it was one of intellectual matters as well. They failed to judge correctly what was feasible to undertake, what competence and skills were required to carry out their research, and what competence and skills they actually had. The student writing the report, in trying to be honest, substituted problems and inadequacies that were mechanical for those that were intellectual. A failure at mechanics seems less demeaning than a failure of insight, or judgment.

REPORT ON FLORIDA PRESBYTERIAN COLLEGE

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Brief Summary of SCATE at Florida Presbyterian College

Florida Presbyterian College is supposed to be an experimental school, but might better be described as an innovative school. It is not innovative socially, but academically. It is a school of 900 where an SDS chapter was forbidden to form, where Stokley Carmichael was banned from speaking, and where students arrested for Marijuana were thrown out of the school. But it is also a place where independent study is encouraged and provided for and where an experiment of no requirements for graduation will be put into effect shortly for a small group. The attainment of goals of the SCATE program were more or less unverifiable considering what these goals were. The prospectus states: "Our primary aim is not to learn more facts about human psychology or group dynamics, but rather to improve and enhance teaching, learning, being, satisfaction, trust, and excitement with the school and its opportunities." Although it was a program which was exploratory in the sense that it was without specific, realizable goals, it did have a general aim--to improve education. In much the same way is a good deal of Florida Presbyterian's innovation carried out.

The method of the program was twofold. Students were to evaluate their core program by questionnaires and by learning journals. (The core program is a common seminar taken for each of the four years. It is a mixture of books, movies, and lectures designed to acquaint students with their cultural heritage.) Both the questionnaires and the journals were to be analyzed and put into a report to be made available to interested members of the community. About 75 students participated in the process with about 6 or 7 faculty members being involved as the instructors of the core program. The evaluation of the core program was very much in keeping with the type of evaluations and "experimentations" that are always going on at FPC, hence, not too much attention was drawn to the SCATE project. There was neither a great number of people involved nor was there wide campus interest. The results of the questionnaires were made available in the form of a report and the journals were given to the core teachers to read. From this feedback, an attempt to revamp the entire core program was initiated. Learning journals are now more widely used and accepted in other parts of the school, in many cases fulfilling work requirements formerly filled by term papers, and, as a third effect of SCATE, students are now seeking a representation on the promotion and tenure committees based on student questionnaires of teaching ability.

The SCATE program, although including a relatively small number of students and only a handful of faculty proved to be effective because the institution was willing to respond, and because the work that the SCATE committee did was relevant to the educational needs of the time.

PROSPECTUS

The prospectus of the SCATE project at FPC was prepared by the dean of the faculty who considered and responded to each of the points made in "A handbook of guidelines for the evaluation of courses and teachers by students." (An NSA publication.) In the Prospectus the dean makes it clear the FPC is a small school devoted to teaching and that the overall education of the undergraduate is of higher priority rather than research of any sort. The SCATE program at FPC is outlined to be a strictly personal type of evaluation without any sort of public disclosure of evaluations of individuals. This decision is indicative of the type of school that FPC is--both conservative and innovative. It is also made clear in the proposal that the efforts of any of the research from the SCATE project would be considered in the revamping of the core program but not in any decisions concerning the promotion or tenure of faculty. Says the dean and author of the Prospectus, "We do not plan to have students involved, directly, or indirectly, in the merit review committee."

The plans for the SCATE project were to include an evaluation and reaction to the core program plus two specific courses, mathematics and French. The evaluation was to be done with questionnaires to be distributed to all freshmen and to be further carried out by the keeping of journals. The journals were the heart of the program. The students were to keep journals for the entire semester and record, in essence, what was to be called their "growth." Plans were made to do this research on the basis of "known sampling techniques" and additional criteria were to be used for the selection of those courses other than the core program to be evaluated.

One of the plans for the study which was not put into the proposals, but which was introduced somewhat later, was the correlation of results of psychological tests given to the freshmen with their journals. Just how these correlations were to be accomplished, was not made explicit. The purpose of the correlations between the psychological tests and the journals kept by individual freshman were supposed to be used in determining a more satisfactory way to select discussion groups among the students. There was some concern that the groups were composed of people who did not compliment each other's personalities and thereby stifled the best potentials of the group. How such a study was to be made, and how it was to be put into effect, were also undetermined.

The criteria for evaluation of the journals were specified in the Prospectus as follows:

"We must learn from students whether they have done such things as:

1. Have they made more responsible or meaningful decisions with respect to

    a. their educational and professional goals
    b. their religious commitment and practices
    c. their relationship with family and friends
    d. their financial goals and practices
    e. their sexual life
    f. their creative endeavors

2. Have they changed or developed or adjusted with more satisfactory practies in respect to the above listed."

Just exactly how these insights into student growth were to be measured was also left unexplained. It is assumed that each faculty member, after reading the journals, would be able to determine these areas of growth in each individual case.

WHAT HAPPENED

Despite an unpropitious beginning marked by the departure of the student body president, who headed the SCATE project to some degree, the project, left dormant, was assumed by two students who spearheaded the long-range effort that SCATE showed. As planned, the evaluation of the core program was the central feature of the program. A small number of students (75) and small number of faculty (6) were involved in the program. None of the teachers were evaluated by name, but rather a general evaluation of the core program was attempted. After questionnaires had been handed out to freshmen, of which 60% were returned, the process of keeping journals was begun. Some of the professors required that the journal be kept while others requested them to the students' choice. At this time, those who required journals in some cases counted it in place of some written work. About 75 students were keeping journals at the outset. The journals were to be accounts of the students growth, their responses to the core program, and criticisms as they had of it. No requirements were made as to the format, the length, or the style of the journal itself. After reading through many of the journals myself, I can say that students did take advantage of the liberty to put their creative efforts into whatever form most appealed to them: poetry, art, drawings, and combinations of those and other forms. Many of the journals were personal accounts, in the form of diaries, some others were summaries of the day's events, and some contained reviews instead of reactions to the core material. Each student, in other words, was left to his own creation. Before the semester was completed, the material that had been gained by the questionnaires was summarized and put into a report for distribution to the faculty heads, deans, and selected committee members.

The purpose of the report aside from satisfying overall goals, was to show student sentiments about the remolding of the core program. The report was the results of a standard student questionnaire dealing with the amount of work, interest of material, interest of lectures, relevancy of the material, etc., in the core program. Brief analyses of the fine data were also included with the charts representing the statistics, but no specific suggestions were made about how to improve the weaknesses of the program. The part of SCATE concerned with correlating the earlier psychological tests with the journals, although undertaken by one student, never reached nor approached fruition. Faculty who taught in the core program and who read through the journals seemed enthusiastic about the SCATE program and its usefulness in understanding what the students were responding to. They all indicated that it helped them to be more aware of what is actually happening in the teaching-learning experience and to be more aware of the actual growth of their students. Some of the faculty have said that they were able to get information through this technique that they could not otherwise get. They also did not seem to think that reading through the sometimes lengthy journals was an impossible task. Some said that they read through the journals periodically.

After the semester ended plans were made for the second semester of the SCATE program which was this time to include more students and courses and faculty, and which was going to be devoted to an assessment of the value of the learning journals as a form of educational feedback and innovation. In addition to this, work was also supposed to be done on specific suggestions for the reworking of the core program. Some work has been done by students on this, but not in an organized and formal way; not to the extent of producing a formal proposal or report. Plans for using the student criticisms still remain only a potential of SCATE. Journals are now more accepted on campus in many departments, students have begun an attempt to influence the promotion and tenure committee, by rating teachers. More concrete effects have been the increased use of learning journals--with and without credit--and a new push for student representation on a faculty promotion and tenure committee.

WHAT CAN WE LEARN

They set up the program with no real goals and no hard criteria to define success or failure. At FPC, SCATE's "success" didn't depend on satisfying specified criteria, but on the effects it happened to produce. The institution seems to have responded. At another school the same program run the same way without the resultant administrative response would have made the project a failure since such a small number were involved. The "success" of the program can then be said to be, sometimes, as much a function of the institution as that of the program and what it did.

At small schools the program rests on student interests. Nowhere, however, are the students really interested enough in any large number to make a program a success on those grounds alone. It was a crucial decision to make the keeping of the journals, in the beginning, a requirement. This forced students to be conscientious, resulting, at least, in some productivity which could then be judged.

The decision of making the learning journals a requirement was contrary to what usually results from a student-generated plan--and luckily so. Students would seem more likely to leave the option of keeping a journal open. "Keep one if you want. Those who participate will gain from the experience, and only those who participate willingly will be able to benefit." Such, I think, is a fallacy of a certain type of student perspective. More often than not, such a perspective turns out badly when it generates situations that have to suffer the stings and arrows of the real world. The question "How many students have to participate to make a SCATE program a success?" seems to be best answered after the fact. If it was a successful program, the number that participated was enough.

REPORT ON COLBY JUNIOR COLLEGE

Includes in Appendix: Page

1. Sample teacher evaluation questionnaire 120
2. Sample of final report 121

A Brief Summary of SCATE at Colby Junior College

Colby Junior College, a small, timid, two-year girls school isolated in New Hampshire described itself in a CUES rating scale as having its highest concerns for (1) propriety, (2) social life, and (3) attaining good grades for transfer purposes. This description neatly summarized the type of place Colby is, and in doing so, forecasts the likelihood of a serious piece of educational innovation coming up successfully. The evaluation at Colby was designed to be a small-scale evaluation done on a voluntary basis and on a personal level with full involvement of faculty and administrators and the institution in general. The goals of the evaluation were generally to get students more involved in their education and to create more communication between faculty and students. Their plan, to accomplish these goals, was to have discussion groups in which a faculty member and his class would discuss the results of a questionnaire distributed earlier in the class. The questionnaire was supposed to be constructed individually for each course by the faculty member involved, a SCATE committee member, and a few members of the class. One student was given the responsibility of recording what had happened during the discussion session with the ultimate goal of using those reports toward some constructive criticism for change and toward some final report. The students who were given this responsibility were to be trained in listening techniques by a trainer in group dyanmics. Although off to a publicized and enthusiastic start, the lack of academic interest of the students showed through, resulting in the program's falling away--for lack of interest, initiative, and perhaps competence at this type of innovation.

PROSPECTUS

The objectives of Colby's SCATE project can be said generally to increase the student's involvement in her education and to make possible a greater degree of communication between student and faculty. The Colby prospectus states (1) "We wish to have the students at Colby actively involved in asking questions about the meaning and purpose of their education"; (2) ". . . We wish--with a minimum of distortion--to expand these informal conversations to include one group of participating administration, faculty, and students to make the process of evaluation more fruitful. . . ."

The Colby SCATE committee also included what SCATE would not be: It said:

(1) . . .We do not, therefore, profess objectivity in this study as a result of students not being professional evaluators.

(2) . . .We do not think that a program of this type should have anything to do with faculty promotion, tenure, or student standing or evaluation.

(3) The committee also stresses that it does not think the results of this study should be made generally available.

"The type of issues that are proposed to be taken up in the class discussions are to involve, (1) the definitions of student expectations and changes in these expectations, (2) the definition of faculty expectations and changes or developments in those expectations, and (3) the interaction between (1) and (2). They also hope to address, (a) the contribution of different types of classroom organization and method to the expectations of faculty and students, (b) the effects of several kinds of classroom assignments on the question of expectation, (c) the influence of methods of testing and marking on faculty and student expectation."

The plan for running the project is to enlist the aid, advice, and full participation of the faculty and hence, of course, the evaluated classes would be voluntarily offered by interested faculty members.

At the individual class level, one SCATE staff member would deal with each of the twenty or so teachers involved in choosing members of the class for the purpose of constructing a questionnaire to be used in that specific class.

It was decided that each class would require its own questionnaire to get at the crucial points of mutual expectations since each class was thought to be unique. After the construction, distribution, and return of the questionnaire, each class would use the results obtained therein as the basis for their discussion. The discussion would be led carefully be someone--preferably not the teacher--and the results would be recorded by someone in the class from the SCATE staff especially skilled in listening for relevant contributions. These reports of the discussion sessions would in turn be the basis for future dialogue and recommendations.

WHAT HAPPENED

Designed to be fully a voluntary venture on the part of the students and the faculty, the progress of the Colby project went in the following order:

I. General introduction of SCATE and its background and goals to the campus community.

II. A more specific kind of introduction where members of the central SCATE committee spoke at specific department meetings of faculty so that faculty members could ask questions and clear the air.

III. Forms were sent to individual faculty members which allowed them to indicate whether or not they were willing to submit courses for evaluation and indicate what courses were being submitted. Several science and math department faculty members were up in arms against the entire evaluation because it was not scientific in its method. They could not understand that just because we weren't controlling factors in the study the entire program would not prove to be worthless. One faculty member was finally convinced that we were not trying to reach some sociological conclusion about Colby Junior College women or Colby Junior College in general but hoped only to provide a means through which we could foster a better student-teacher communication. The SCATE project is a structure within which we hope to create this dialogue. There was also much confusion about using a questionnaire as a means toward discussion of classroom problems and educational issues. Again, the word questionnaire seemed to imply scientific research, statistics. Even, if the compiled statistics proved false, they would at least provide an issue for discussion.

IV. The student body signed up to evaluate the courses submitted. Sixty-six courses were put up for evaluation. The faculty was extremely cooperative and willing to give their time in class for this experiment. Many of the faculty questioned SCATE members about the progress of the SCATE work and the possibility for their classes to be evaluated. In most cases, SCATE personnel were unable to comply with their offer to be evaluated. Many faculty were left with no responses to their queries. Eighteen students in all (one in each course) agreed to get together with two or three other interested people in the course and meet with the teacher to draw up a questionnaire for the course which would have questions pertinent to that specific course, taking into account both points of view (questions which were of interest to the student and the teacher.)

V. A meeting was held with these 18 students representing 18 courses and guidelines for formulating questionnaires were passed out and discussed. All questionnaires were individual. There is no standard questionnaire because the situations in each class and the people involved with each class are often radically different. It is important that these questionnaires point up individual needs and problems in unique situations.

VI. Twelve of these 18 people came up with twelve different questionnaires, handed them into the central SCATE committee for editing. Questionnaires were then handed back to the 12, revised. Even at this early point in the program, interest began to wane and the construction of the questionnaires began to falter. Students were unwilling to meet with each other and with faculty in a conscious way in order to refine the questionnaires they were working on.

VII. Questionnaires were then mimeographed and administered in each class (in all cases this was done during class time; the instructor was willing to give up the time for this.) Twelve out of the 18 people actually came up with questionnaires. Thus, 12 courses were evaluated. The other six dropped out of the program because of demands for "time."

VIII. The results of the questionnaires were then given back to the central committee where they were compiled.

IX. The results were given to the instructor.

X. Recorders were trained in what to look for in a discussion of the results between the instructor and the students in the class who filled out the questionnaire. Dr. Mattuck from Goddard College acted as trainer for the recorders. He set up a role playing situation in which we created a simulated class and instructor who are discussing questionnaire results. Our recorder trainees were asked to record what they felt were significant happenings in these discussions. They were stopped at certain points in the discussion, and were asked to read back their notes. Mattuck criticized from there. The "training" sessions, if one wishes to overstate what happened, were ill-attended by the students. One or two of the meetings had to be called off because of lack of attendance. Of the one meeting which did occur the trainer conducted a session for about two hours, did a sort of sample note taking procedure and criticism with two in the group, and then ended the session.

XI. Actual class-instructor discussions will be set up and recorders took notes as planned. Of the 12 classes that were finally set up to be evaluated, only six were finally reported on either for lack of attendance at the class session or for lack of the reporter doing her job.

XII. The records of all recorders were to be compiled (edited) in some way by the central committee. This was never done.

Of those six discussions that were attended and reported on, faculty members stated that the students were unable to carry on the discussion without lapsing into the traditional dependence on the professor as the group leader. As such, the discussions were really no more than question and answer periods, which, except for intermittant moments of passing compliments, amounted to little or nothing that could be considered helpful. Students dropped back into their usual position of timidity and only rose from it for the purpose of making a compliment.

When the faculty member was able to discuss the results of the questionnaires, he found that another problem crept in. The discussion was unable to depart from the actual statistics drawn from the questionnaires. Once a claim was made as to a deficiency of one sort or another, no progress was made in determining what might be done about it. The discussions were unable to get down to anything as meaningful as the groups motivations or expectations. The type of retrospection the students showed when looking back on these sessions were indicative of the sessions themselves. Students said that the sessions were "nice" or some meekly said that they thought they accomplished something, while some faculty saying that they did little more than compliment each other.

WHAT CAN WE LEARN

1. The project depended on the active interest and participation of many people for its success. It had to succeed 12 times over--once in each class, to be a complete success. When the problem of a campus is acknowledged to be a lack of academic interest, it is foolish to create a project which depends for its success so completely on the active academic interest not of a handful--but of almost all those participating.

2. Constructing a questionnaire is a difficult and time consuming job. The construction of one good questionnaire is a praise-worthy job, but to expect that 12 separate questionnaires be constructed is unrealistic.

3. The Colby girls are interested in more "relevant" things. How to abolish Saturday classes was an issue on campus typical of one which gained great student interest and support. One might increase the chances of a successful evaluation by increasing its "relevance."

4. The feasibility of any sort of direct confrontation with faculty is also brought into question since even the sessions that did take place regularly avoided students directly making negative criticisms to a faculty member. Whether they fear loss of grades, or perhaps feared making a personal injury to the teacher involved, or are just embarrassed or afraid, direct confrontation seems unlikely to be successful in such an environment. All of these things are very real possibilities and before an encounter technique can work, solutions to these problems have to be not only available but have to be able to be used in practice.

For more than any other reason, the SCATE project at Colby turned out the way it did because of its students. As already mentioned earlier, their interests are certainly not academic and a program of this sort demanded both an interest and an enthusiasm in academics and academic reform. It is unrealistic to expect white middle-class girls who were brought up to be well behaved to confront anyone--no less their own teachers toward whom they are "polite and respectful." It was, on the part of the staff, a mistake in judging the character of their own student body to engage them in a project, which, had everything mechanical gone well, would have depended on face-to-face confrontation. An evaluation based on an encounter type session, although satisfying the needs for personal contact and informal evaluation, requires strength and courage--assets clearly lacking in this context.

A more useful criticism, which can be applied more generally, is that it is naive and illogical to base the success of your project on the very characteristic which it is hoping to revitalize: the ability to communicate.

REPORT ON ROSARY COLLEGE

A Brief Summary of SCATE at Rosary College

Rosary College, a Catholic liberal arts college for women in River Forest, Illinois, has an enrollment of approximately 1,000 students, a group which could probably best be described as sedate. The phrases "college community" and "dialogue" are used often and in a very earnest way. The development of the course evaluation program was a product of their serious, timid orientation. The goal of Rosary's SCATE project was not to evaluate teachers. The goal was to increase communication between faculty and students. This explains for the radical changes Rosary's programs experienced. What was originally intended to be an objective computerized published evaluation was transformed into an individualized departmental evaluative program, characteristically informal and centered around personal discussions within the department. The questionnaire approach, unsuccessfully carried out first semester, generated widespread campus interest in the "to publish or not to publish" question. With considerable faculty resentment, the thrust of the evaluation was changed to focus on a personal discussion oriented approach, with publication not to be considered. Oddly, questionnaires formerly looked down upon were then used in many of the individual programs as the basis for some of the discussions. The program remains so decentralized that even its director is not aware of what, if anything, is happening. The program, after its first semester, is in semi-retirement.

PROSPECTUS

The purpose of the evaluation as defined in the prospectus was stated in the same language as the recently revised college goals: "To research and reform, as far as possible and necessary, those factors which inhibit intellectual excitement and exchange in our classroom and dormitory situation; to break the non-participatory silence of the campus." Rather idealistic in tone, so also were the girls. They were determined to activate what they felt were unused resources of high potential. The evaluation program itself was one of a series of projects taken on by the Student Educational Policies Committee in an overall design including discussion, research, and finding a more intimate base for relationships in the college. The success of the SCATE program, they established early, would have to be measured in terms of the dialogue it initiated much more than in terms of programs accomplished. In actuality, the faculty members and students accepted the idea of evaluation as an acceptable part of the academic affairs of the school and did so with the perception of this being a step in the direction of improved overall "communication."

Preparation for the SCATE Program included:

(1) Student Polling--designed to acquaint every student with SCATE and to obtain any ideas they might have to determine exactly what areas the students wanted evaluated.

(2) Faculty Interview--a project involving 80 students and most of the faculty and intending, first, to explain SCATE in a more personal way, and secondly, to gather information on faculty backgrounds and interests for publication to the student body. For many students, this was the first experience at a more intimate level with faculty members. A problem evolved in not adequately preparing the interviewers to deal with the Project. The collection of faculty interests was never published.

(3) Faculty-Student Recital Hall Discussion--more formal and structured meetings specifically concerned with academic issues. The President of the University of Chicago was invited to speak, but the School was unwilling to pay his fee to speak. After this, plans for the meeting fell apart.

(4) Faculty Firesides--more informal discussions designed to provide a homelike setting for people to meet and talk with each other. During the first semester, 200 students took part in at least one fireside; the figures were increased second semester with new groups coming together at least once every week.

(5) Questionnaire Committee--The committee was devoted to designing the questionnaire--later was unsuccessful in a last week rush to poll students before they left school.

The purposes of the evaluation program became less vague as it developed. They were defined as follows:

(1) To create an atmosphere for a freer exchange between students, faculty, and administrator.

(2) To provide feedback for professors to improve teaching methods.

WHAT HAPPENED

Publicity in the Rosarian, an article in the Oak Leaves--a local paper, and in newsletters; a library display and SCATE bulletin board.

The questionnaire method originally planned was worked on and a final questionnaire hastily distributed during the last week of the semester. Questionnaires were returned and during the semester break the project became inactive. Upon the students return the girls found that they now had the results of the questionnaires and felt obligated to do something with them. The committee's intention was to publish them.

A deadlock arose over issue of publication between committee members, faculty, and students-at-large. The original intention of the committee was to publish for the school the results of the compiled questionnaires. The arguments for publication centered around the students' rights as "consumers" to know what they're getting; that this was part of an honest atmosphere and a learning process. Arguments against publication were in violation of professional privacy, the possibility that some people might be destroyed, and the questionable ability of students to make value judgments. The decision made was not to publish the results of at least the first semester's questionnaire. This whole discussion, although it had some good effects, partially stems from a misunderstanding by the committee of the autonomy of Rosary's program. They tried to adhere too much to the goals and standards they perceived NSA to be setting. Hence they felt constrained and unable to define their own program and its goals in relation to the NSA guidelines or "wishes." The misunderstanding of NSA as an authority figure was, plausibly, due to confusion on both sides. On the part of NSA because they didn't realize that a single clear statement about each school's autonomy was sufficient, and on the part of Rosary because they did not take such a statement for its literal meaning. The issue of publication sapped a lot of time and energy and retarded any progress for a considerable time.

An open forum was held to discuss the past and future of SCATE. Two hundred persons attended--about 1/5 of the school. The faculty expressed a concern that the questionnaire did not leave room for the student to give the reason why she answered what she did; the data they got back was not particularly relevant or helpful. Both faculty and students expressed a desire for some type of dialogue between them; also for an evaluation which took more into consideration where the college wanted to go as a college. The concluding remark: "We need a dialogue at the departmental level. There should be a growing understanding." From this meeting came the abandonment of the old approach and the thrust of a subjective-personal-departmental level program.

The first stage of decentralization involved the breakdown of the Student Educational Policies Committee, which formerly handled all aspects of the program, into three separate committees (the Student EPC being retained, a Faculty-Student Relations Committee and a Committee for Evaluation being formed) each with a specific concern in the overall program.

The second stage of decentralization was the establishment of a departmental evaluation where the method and form of evaluation would be left up to the students and faculty members of each department. They were free to determine both their goals and the best way to accomplish them. It was hoped that for the students this form would provide a voice concerning academic matters pertaining to their department, and an opportunity to discuss these matters with the faculty. It was hoped that for the faculty such a program would provide both relevant information and the opportunity to discuss with the students departmental matters of concern to them both. It was hoped that where changes were desired or needed, these committees would be a means of considering or initiating them. A willingness to set up some sort of program was obtained from 25 of the 26 departmental chairmen. One girl in each department was asked to contact 3 or 4 other girls and the faculty members in her department. In this manner, 21 departmental committees were formed.

Toward the end of the semester, the following progress in evaluation was reported by the SCATE chairman. Each department listed has plans to carry out the following things in their evaluation:

Mathematics: Discussions--Compared graduate and undergraduate catalogues--questionnaires to grad students--concern about jobs for seniors.

Chemistry: Discussions--Sent questionnaires to grad students--concern about career opportunities came up.

Art: Discussions--Asked a set of pre-arranged questions--divided groups into seniors, juniors, sophs, freshmen, mature students--taped sessions.

History: Discussions--want to evaluate with present seniors--compared catalogues--want to contact other professors and grad students.

Sociology: Discussions--discussed what kinds of contents courses might have.

German: Written and Discussions--questionnaire to German 12--talked to library science German grads.

American Studies: Discussions over lunch with Sister Ruth--covered everything--involved everyone.

Philosophy: Discussions--want to change their image.

Italian: Questionnaire to intermediate and upper division students--questionnaire to grads.

French: Discussions--small groups--divide language and literature--canvass classes for comments and questions.

Biology: Discussions--freshmen and sophomore preparation discussed.

Economics: Why all theory?--oral method--standing committee for evaluation.

Physics: Evaluate course in progress, discussions, written and oral method--formation of a major--contact grads.

Theology: Thought of everything--well thought out written and oral method--formation of a major--contact grads.

Spanish: Discussions over dinner--questionnaire for specific courses--discussions with seniors in spring.

Psychology: Discussion and a new questionnaire--students in upper level courses helped.

Speech and Drama: Both discussions and written methods--splinter discussion groups--distribute discussion material before.

English: Prefer discussion--first an overview of the department--must understand the students own role in the department before evaluation.

The feeling at this time was that departmental level evaluation is a worthwhile method. It seemed to succeed best where committee members were interested, followed through, and planned their specific program. It succeeded to a lesser degree where students, because of a lack of interest or perseverence, did not follow through well. Of the 25 departments that had originally agreed to carry on some sort of evaluation program, 18 attempted to conduct a program with 12 of those 18 actually carrying on some substantial work.

The Fall semester of 1968, saw a continuation of departmental projects. Each of the programs functions quite on its own, if it functions at all. It is unrealistic to estimate that more than half a dozen departments have any sort of active program to date. Students are now regular members of all standing faculty committees except for the faculty affairs committee. There is no evidence available from students that the new appointment of students to faculty committees is due to SCATE or its activities. One can say, though, that the new powers given students by their position on school committees did happen during and after the SCATE program's revitalization of the student's role in her education.

WHAT CAN WE LEARN

The Rosary College program seems to have run a predictably roundabout route characteristic of many such endeavors when they are thrown into complete freedom. The beginnings of the program were vague, goals were so broad and inclusive that they were without practical meaning, and the plans for the implementation of those goals were altogether unspecific.

In the throws of this amorphosnous, or perhaps as a reaction to it, the girls accepted the idea of a computerized objective evaluation despite the fact that what were now emerging as Rosary's goals were not at all satisfied by this concrete plan. The stage was then set for some sort of revelation of the discord between the program's goals and its procedures. The misalignment was realized, resulting in the polarization and specification of the program's goals. As soon as one group voiced an expression of the projects goals to be entirely those of communication, and not traditional ratings of faculty, the goals naturally took on a more specific form. Once this happened, the procedure was revealed as blatently incompatible with the project's goals. Rating the teachers was not the way to increase communication. Hence, after recognizing the program's goals more clearly the procedure was drastically revised and made to be more compatible with those goals.

This would seem to be a natural evolutionary process, one that would benefit the school in the long run--were there to be any single entity called "the school." In most practical ways for our purpose there is not. We can at least say that the evolution was a good one for those students that went through it themselves. Most of the students, however, were too closely involved, or were involved for too short a period of time to benefit from this evolution. It should be said, on the other hand, that the school, as a separate entity, does now possess one type of program rather than another, and so in the school is the beneficiary of this evolution.

One of the judgments to be made in this type of situation is whether the time and effort misdirected and confused at the beginning stages of the program was counter-balanced in educational value by the process or the result.

Regarding the redeeming educational values of the *process that took* place, it seems especially difficult to point to who or what experienced that redeeming value. Since there were only a handful of students to benefit from this total overall evolutionary process, having supposedly experienced it in themselves, the sum total benefit gained thereby could only be small. There is always the significant benefit, especially at Rosary, of students being actively concerned with the project in its early stages due to conflict in methodology and values. The active concern with educational issues, the mere liveliness of them in the minds of so many students (200 attended one meeting early in the program) is a significant education "plus" countering the stumbling and slow progress in the beginning.

Regarding the result of the final program, it could be said it was worth the confusion and slowness from which it arose. This is not to say that the same results might not have been more efficiently produced had there been better planning and self understanding in the beginning, but only that if given the choice of X results (the approach finally took) at the expense of Y (the lack of progress) it would be wise to make that choice again.

There has been some discussion in the "what we can learn" section of Colby College about the unreasonableness of expecting a program to succeed if its success is dependent on the very characteristic that it is trying to revitalize. In the case of Colby, it was student interest and motivation in educational issues that was lacking. The case of Rosary, and its qualified success seem somewhat contradictory--but reconciling the contradiction will provide some additional knowledge.

When Rosary finally decided that its goal was to increase communication, it proceeded to try to increase communication by depending on students' willingness and ability to communicate. So far this seems analogous to Colby. Colby depended on the interest and initiative of the students to run discussion groups; Rosary depended on students communicating. In both cases the goal of the program was exactly what was being depended on for the program's success.

The difference in the two programs (in this relevant area) lies in the fact that at Rosary students were asked to do specific, concrete tasks--and by so doing they were necessarily accomplishing the program's goal. That is, quite simply, students would have to communicate with faculty in order to conduct faculty interviews. It is not important here to discuss the merits of their discussions or what actually came of them. It is more important to recognize the kind of task which can be realistically assigned, fulfilled, and thereby accomplish the hazy goal of "increased communication." In this case, the performance of a concrete and specific act accomplished what is most often an intangible goal. Colby said to its students, in effect: "Be motivated, be interested in your evaluation program, show up at discussion sessions and care to participate." This type of prescription is unfulfillable because of the nature of the student under certain conditions (lack of motivation). Students are not able to fulfill such a demand. They are able, however, to interview a faculty member about his interests and plans.

This analysis brings forth one of the most valuable lessons to be learned about subjective small scale evaluations. The choice of procedures to be attempted should be decided upon only after considering the nature of the problem, the limitations it imposes on a plan--making one feasible and the other not--and a good hard brain-storming session to come up with creative plans that fall within those limitations that are feasible.

At Rosary, as at some other small schools with a subjective personal evaluation program, the ultimate goal is to make students more interested in their education and to make them motivated enough to participate in it. Rather than construct a program which demands such interest and motivation for its success, it is wiser to construct one based on the accomplishments of more specific tasks--like interviewing teachers. From that point one has more of a basis to hope that the ultimate goal can be accomplished, but we have seen, unfortunately, that even with this first successful stepping stone, the program at Rosary has dissipated. It has been so decentralized that it has no single planner or coordinator--hence, no one to prescribe the types of activities that would meet with the best chances of success.

REPORT ON CENTRAL STATE UNIVERSITY

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A Brief Summary of SCATE at Central State University

The SCATE Project at Central State encountered extraordinary difficulties early in its life. These unusual problems crippled and eventually destroyed the entire project. Well into the Fall Quarter policital and racial issues at Central State--with an 85% black enrollment--provoked a polarization of student sentiment at the University. The student government, unfortunately for both itself and the SCATE program organized under it, were in a camp alienated from much of the rest of the school.

The disturbances themselves caused all students to be distracted from student government programs, including, of course, SCATE. NSA found itself trying to keep contact with the program and insure that it would still exist after the situation calmed. The SCATE director at Central State then reported that nothing was able to be accomplished in the Fall and that the program was being renovated as best as possible during Winter Quarter. The initial committee of fifteen members, however, was never reassembled; much status had been taken away from work associated with student government. To a large degree, student government and SCATE were discredited. Three of the original SCATE staff remained to make a feeble attempt to distribute their recently finished questionnaire. They did so, but received only a handful of returns, hardly enough to even analyze, perhaps 300 out of 3,000. But even of that amount, the 300 were spread over a good number of classes so that each class had even less than a 10% return.

PROSPECTUS

Since the largest portion of the Central State prospectus is not unusual, nor is it informative about aspects of the program that will provide us with additional insight, I will present the beginning part of the prospectus, as written, as evidence of SCATE as a vehicle for student power. Events subsequent to the writing of the prospectus--student political turmoil and power struggles--seem to bear out the ideas suggested.

I. Purpose

The Student Government of Central State University operates with this principle in mind, that a Student Government, in order to function effectively, must govern. By this, we mean that a responsible student government must at all times promote student welfare, protect student interest and meet student needs, in a serious, mature fashion. A course and teacher evaluation, the first such campus-wide evaluation even conducted here by students, would go a long way in accomplishing the above mentioned goals.

Often, our efforts in promoting and protecting student welfare, interest, and needs, are impaired by faculty and administrative personnel who seem to believe (and often state) that "college students are irresponsible children away from home." They seem to forget that students are not only beneficiaries of the educational process, but are also contributors to it. Students are often the ones who initiate new ideas and concepts and find new ways of approaching old ones. Students will often do as much to educate one another as do teachers and sometimes they educate teachers.

Student Government believes that the students of this university are responsible and mature and that the university has an obligation, insofar as its resources permit, to make its facilities available to the student body for their inquiries. By doing this, the university does not merely grant the student body a privilege, but simply responds to the legitimate claim of students, as members of the academic community, to contribute to its activities, for the overall success and progress of this institution.

A course and teacher evaluation is viewed by many of the academic community as one of the best possible ways the students of this university can contribute their youth, vitality and desire, toward the success and further progress of Central State University. The highest quality in education is what we all desire, and the highest quality in education is what we all intend to ensure.

It would seem that the students are actually the best judges of courses and teachers, if only for the reason that they are continually making direct observations of the classroom and related experiences (something which few college instructors have observed since their own school days).

A course and teacher evaluation would suit our purpose if only for the reason that it recognized the strong and weak instructors and the value of their courses. We feel that a project of this nature would stimulate and inspire all members of the academic community. For then we would know our strong and weak points, and hopefully, we would find ways and means of working with both situations.

With all the above information in mind, our goals for this project are as follows:

1. Improve teacher effectiveness and usefulness, in regard to the learning process;
2. Improve awareness among all students (Freshmen-Seniors, old students, new students) of the possibilities of their education;
3. General reforms to improve the effectiveness of higher education in general, in order for the student body to be better prepared for the future which they will face;
4. Permit a larger segment of the student body to become involved in the affairs of the university.

The implementation of this program, we are sure, will improve student-faculty and student-administration relations, for students will be demonstrating that they can take education seriously and attempt to improve it maturely.

The direct involvement of students in affairs such as this will give students valuable experience for they will be confronted with important issues that will have a definite affect on their future.

WHAT HAPPENED

Perhaps it would be best to present the final report of Central State in the direct words of its author. By doing so the reader can gain a better picture of Central State as well as the SCATE fate. Except for deletions of irrelevant material, the report is that as submitted by Central State:

"The general problem was one of apathy integrated with the all-consuming term, non-student participation. Covering all of these ideas is the situation that students had no say about their education. They had no hand in selecting or helping to select meaningful courses or any means of revealing the presence of a bad instructor:

GOALS:

(1) Improve teacher effectiveness and usefulness, in regards to the learning process;

(2) Improve awareness among all students of the possibilities of their education;

(3) Permit a larger segment of the student body to become involved in the affairs of the university.

There were no revisions in the original objectives set forth.

"Upon returning to school in Fall, 1967, the Committee on Academic Affairs began its action on Project SCATE by selecting individuals from each class and of various organizations on the campus and also leaving the committee open to all newcomers. All of our meetings, which we held once a week to plan our progressions, were open to the student body at large.

"We started by running pilot evaluations in some of the dorms about the house directors and house policies. These evaluations were done to give us a good idea of the type of participation we could look forward to.

"In the middle of November a liberal-progressive group grew up on the campus. Its main objective was to kill the image of the student government. Interviews with students on campus indicated that the student government was a target of attack only because it did not take "progressive" stands on issues of current concern to the new student movement. Without any delay, I will say that they were pretty successful. For a great portion of the school year the progressive group was still on the offensive.

"Along with the effectiveness of the group came the lack of attention on the part of the student government personnel. There became a great deal of unconcern on the part of the majority of the student government staff and a dropping out of my committee people. From that time until the end of the school year, the project was carried on by me (director) and my two secretaries.

"We were able to complete the questions for the evaluation and to collect the information. To get the questionnaires to the students, a dorm counselor in each living section was asked to pass them out to all the people in his area one evening and to collect them a few minutes later. In the women's area, where a room check allowed a high percentage of contact and a reliable pick-up situation, the returns of the questionnaires were very adequate. The men's areas proved to be a problem, in that many of the dorm counselors who were asked to give them out and collect them in the specific, standard way completely ignored the request, leaving them on coffee tables or shelves in their rooms, merely announcing that they were available to the students. At least one counselor responded to the program director's comment that he had not done the job well by saying that he knew the students wouldn't fill them out anyway. After the questionnaires were collected, they were taken to Mrs. Turney in the computer department at school where they were programmed.

"Only a small percentage of the student body participated in the evaluation. They were interested, but failed to comply because of the falling image of the student government. About 15% of the students participated.

"As far as the instructors are concerned, they were very disinterested. Only one of the instructors on the teaching staff that was not directly involved with our committee responded to our publication. I think this was partly due to the apathy that persisted throughout the campus and also the varied opinions between the student government image and the progressive party's effectiveness."

WHAT CAN WE LEARN

As a predominantly black school, Central State could have provided us with a model that none of the other SCATE schools could have approximated. Unfortunately, anything that we might have been able to learn from Central State was not discoverable since the project did not come to any sort of fruition. Nor did it get far anough to fail in a way that could teach us a lesson. One point of interest was brought up--although it never was able to be tested past the point of student opinion. Could black students evaluate white professors fairly--without any more biases than are claimed of white students evaluating white professors? Some of the black students said that they thought this was a real problem--that blacks might not evaluate their white professors as fairly as they might evaluate a black professor.

The question, although significant and perhaps worth researching, remains unanswered because of the arrested development of SCATE at Central State.

In addition to the very general and somewhat sweeping educational goals set out in Central State's prospectus--ranging from the improvement of "teacher effectiveness" to "the improvement of highed education in general"--there is a noticable stress on the idea that through the SCATE project, the maturity and ability of the Central State undergraduate to participate in his education would be proven. A job well done would be proof of his heretofore unacknowledged "earned right" to have some influence in the school. The prospectus says: "Our efforts in promoting and protecting student welfare, interests, and needs, are impaired by faculty and administrative personnel who seem to believe (and often state) that "college students are irresponsible children away from home." Faculty and administrative conservatism--as indicated by their unwillingness to go along with the project--seem accurately reflected by this statement of student perception. Most faculty and administrators, in the beginning, were against the project. As the year progressed, the program became entirely student dominated, losing contact with the faculty and not precipitating indications of faculty or administration sentiment. The prospectus makes several references to the maturity and seriousness of the students' attempt to advance their (then timid) brand of student power.

It appears as though a demonstration of student power--or more nearly "responsible citizenry"--was as much a goal of SCATE as was the improvement of teaching, etc. It is not surprising then that a large portion of the prospectus is devoted to legitamizing the position students will assume by initiating and participating in SCATE.

REPORT ON BETHEL COLLEGE

A Brief Summary of SCATE at Bethel College

Bethel college, a very small (600) predominately Mennonite school located in the center of Kansas could be described as timid. Bethel chose to examine themselves as students instead of evaluating the faculty. Their goals, as stated, were rather all-inclusive, spanning most student concerns: improving Bethel's ecuation, encouraging enthusiasm among all on campus, advocating an experimental atmosphere, and improving communications. The remainder of the prospectus specified more detailed questions the school should ask about itself. This allowed the SCATE program to move in virtually any direction that related to educational reform.

The actual program at Bethel found SCATE struggling among its own members for direction. Upon resolving some problems of direction, the staff used a subcommittee structure to work on a newspaper as well as curriculum grading changes. Other endeavors such as the faculty forums and "Stop Day," (where most classes were cancelled for a day and a speaker and films were presented on the topic of education) were undertaken in an attempt to work toward the stated goals. The SCATE staff, however, satisfied the administration and faculty that it would work along traditional channels for changes on which they could all agree. The faculty and students who expected SCATE to be a challenge to the status quo or a vehicle to express gross dissatisfaction felt disappointed. The students running the SCATE program were predominantly satisfied with their activities because they were able to play a greater role in attempting change than perhaps any other student group on campus. The remainder of the student body seemed to remain considerably unaffected.

Overall, the SCATE program operated in cooperation with school policy and priorities and left a very mild ill-defined impact upon the students and their learning environment.

PROSPECTUS

By reproducing parts of the Bethel prospectus one can get a good picture of the wide range of goals the Bethel staff set for themselves, the unlimited range of problems they intended to consider, and the noticeable lack of measuring instruments, or at least signs, from which to gauge their success. Their concern for being too limited in their approach to the SCATE project resulted in an opposite condition--openness to the extent of making a cohesive program impossible.

"Bethel is a small, residential, liberal arts college of approximately 600 students. Seventy-five percent of the study body is of Mennonite background. The campus is located in North Newton, Kansas.

"As a small college certain evaluation projects are more valuable for us than others. At Bethel we feel that a project that is student-centered will be of most value. Since the project will be run primarily by students, we have chosen to be critical of the student and to emphasize the often neglected perspective of the student in the teacher-learner relationship. This will remain as our emphasis as we consider the conerns of Section C-1. This emphasis will influence the types of questions we will ask. By being critical of ourselves as students, we hope that we can discover new ways to obtain more from our education. We feel such an emphasis will set a new tone on campus and will encourage others to be critical of themselves.

"This prospectus was written by a group that was available on the campus during the summer. We feel that we have done as complete a job as we could during the summer until some of our questions can be answered at the workshop and by other persons connected with the college and until a more definite core group can be formed at the beginning of the school year.

Purpose and Goals.

"1. To investigate and evaluate the concerns of the student and how these concerns affect his role as a student. The evaluation will emphasize the student aspect of the teacher-learner relationship. Necessarily this will lead to an evaluation of the effect the teacher has on the student, but the emphasis will be placed on which perspective students can offer.

"2. To improve the education that Bethel provides. We recognize that Bethel has an outstanding academic program and, as such, offers something to us with which to work. However, we feel there is more to be done in fulfilling contemporary educational needs.

"3. To foster greater awareness and enthusiasm among the students, faculty and administration about education.

"4. To improve communication between students, faculty, and administration.

Administrative Plans

"1. Workshop participants will be responsible for forming a core group (6-9) of students, faculty, and administrators at the beginning of the year to direct the project. Two-thirds of the core group will be students.

"2. This core group will elect a student chairman who will take final responsibility for the direction and accomplishments of the project.

"3. All major subcommittees will have a representative of the core group in attendance. The core group will be responsible for directing the subcommittees in such a manner that all spects fit together in a larger whole.

"4. The core group will be responsible for the continuing evaluation of the project and the final report.

"5. The project will seek to involve as many of the college community as is possible.

"6. Credit will be sought for participating students who desire it.

Plan of Action

"1. Discover student (and faculty) educational concerns.

Some concerns to consider might be:

a. Relevance of Christian liberal arts education.
    1. How can introductory courses be made more stimulating? Is there a place for independent study for freshmen?
    2. What effect does being a Mennonite college have on our education? What effect does our particular awareness have? Is this the way Bethel is to be distinctive?

b. Bethel's academic program.
    1. Should there be more "Kleenex" courses to cover subjects of current interest?
    2. How can a teacher communicate effectively on different academic levels?

3. What type of calendar is more appropriate to our situation?

c. Faculty-Student Relationships.
1. Should class attendance be compulsory for all students?
2. Do our classes need to be made more relevant? Is education enhanced by classes and subjects that are problem oriented?
3. What kind of faculty-student relationship is more conducive to learning? How can this relationship be encouraged? How does the "generation gap" affect this relationship?
4. How can graduates provide feedback to the faculty on the adequacy or inadequacy of their college preparation?

d. Administrative-Student Relationship.

1. What role does in loco parentis have in affecting a student's education in Bethel?
2. What effect does dorm policy have on studying?

e. Student Personnel Services:
1. Is "student alienation" a bad phenomenon? If so, how is it to be combated? Are there hidden potentials inherent in alienation?
2. Are the counseling services adequate?
3. Is there an attrition problem? If so, what contributes to it?

WHAT HAPPENED

The SCATE program at Bethel was distinctly different from that of the other SCATE schools. Their decision to examine the student in the learning process and educational environment led to a complete abandonment of an instructor evaluation in any direct way.

The core committee thus found itself saddled with what turned out to be a more formidable challenge than they seemed to have expected, that of establishing a program for the year. They had virtually no constraints from the NSA office as to what educational programs they could adopt as long as they moved toward the very abstract and comprehensive goals of their prospectus.

The core SCATE committee immediately organized contacts with the faculty and administration for general discussions. The students were seeking ideas as to what they could do during the year, and the faculty and administration were seeking assurance that the SCATE was not a threat, much as the faculty reacts as many schools. The forums (sessions of student-teacher discourse devoted to defining problems) seemed to be an intangible success, with the students discontinuing them after a short while since "more than enough areas of concern were identified," and some faculty later reporting that they did not consider SCATE a threat.

This conclusion on the part of some of the involved and concerned faculty must have been reinforced by the extensive discussions in the core committee through the Fall Quarter to determine an active direction and role. Choosing the direction evolved their first, and rather prolonged crisis, that of decision making among the steering committee. After much non-productive debate through the first quarter, some problems were resolved by a co-chairman and another member resigning. The remainder, somewhat disappointed over a lack of direction or inspiration from NSA, gradually moved into the role they were to fill for the remainder of the year--a kind of alternative to the student government.

A subcommittee structure was adopted. One subcommittee began what was to be a controversial forum for writings relevant to the campus that could not get published in the potentially censored campus paper. Another began a study of a pass-fail grading system, since grades were stated as one of the bludgeons and crutches for attempting to induce learning at the school. One other subcommittee was to begin a study of some basic required courses for graduation, perhaps to suggest less constraining disciplinary requirements.

During the second half of the academic year, these efforts were pursued separately. The Thrasher, or underground paper, was able to draw virtually no contributions from the student body. It reported some of what the SCATE committee was doing and was actively "pushed" by the administration, which was never a subject of substantive criticism. The Thrasher stopped publication after three issues. The study of curricular requirements never seemed to get off the ground.

The pass-fail program was SCATE's most significant accomplishment of the year. That is not because it was the most tangible, but because there was no significant evidence to indicate that any consequential intangible gains had been made in other parts of the program. In the process of getting the "P-F" system accepted by the faculty, which was the main criteria that the administration seemed to use in granting their approval, every faculty mamber was contacted by a student. Questionnaires were also sent to graduate schools, industries, and to the students and faculty on campus to gather information in building a case for it.

Later in the spring, the SCATE committee organized a day (labelled "Stop Day") where most classes were cancelled, a local minister spoke on campus, and a few films were shown. Discussion was organized on the education issue brought up in the program. Although the director estimated up to 60% of the students may have participated, a comparatively large turnout, no attempt was made to assess any effects the program may have had on the student populace.

The SCATE committee, on the whole, operated a calm, non-aggressive program (timid according to one core committee member and faculty member) which attempted to alleviate some of the blatant problems they saw affecting their learning environment. Many students at Bethel acknowledge it is a rather calm, introverted environment; it was within that context that the SCATE program kept itself. Neither dynamic nor widespread student involvement were ever able to characterize the efforts and results of the SCATE program.

WHAT CAN WE LEARN

The character of the Bethel campus seems distinctly different from any of the other SCATE campuses. It seemed especially internalized, cohesive, self-contained, and timid. The degree of identification that students seemed to have for their school was greater than that of most of the other students as their respective campuses. The fact that Bethel is a predominantly Mennonite school might explain these characteristics--but might explain a lot more as well. The Mennonites find themselves surviving, as it were, in pockets, especially in the state of Kansas.

The community in which Bethel is located is not of a like philosophical bent. Some hostility seems to exist outside the Bethel community toward it--and perhaps this reflects more than just the physical aspect of Bethel's status. Perhaps it helps to explain the psychological dynamics of the campus and the students there. In some sense one feels that in Bethel's choice to evaluate the student rather than the faculty the students might have felt that they didn't want to "air their own dirty laundry." One feels as if the recognition of internal conflict--no less the initiation of it--"weakens the ranks and aids the enemy." Much can be said for the virtues of such chauvanism, but it is suggested that characteristics--even as unobjective as these--ought to be considered before undertaking a project which may require one to tear down before he rebuilds.

REPORT ON UNIVERSITY OF REDLANDS

A Brief Summary of SCATE at Redlands

Redlands, a small (1,600) conservative campus which draws its undergraduates heavily from the surrounding areas, was an unlikely environment for one of the more experimental SCATE programs. Based on encounter groups composed of a faculty member and ten or so students from his class, the Redlands SCATE project had to overcome significant obstacles in order to even be instituted. The faculty was suspicious of the project not only because of its form, encounter groups, but because of past experience with unsuccessful evaluation programs. The students were unable to see the value of encounter groups, and were uninterested in participating in a project which they neither understood nor liked.

Through a great deal of work and effort by the two who headed the project, and against much criticism challenging the possibility of the program's feasibility and success, 26 members out of a faculty of about 100 agreed to participate in the project. Of the 26, only 15 actually ran encounter groups, and of the 15, perhaps 5 or 6 had successful encounters.

The evaluation program reached a very small part of the school, and was successful for only a fraction of that small part. The second semester, when the project was turned over to another student upon the departure of the two former committee heads, the SCATE program collapsed.

PROSPECTUS

Our primary goal is to examine and improve the quality of education at this institution. Our initial concern is the classroom situation. Our focus will be learning and teaching.

Initially our attention will be focused on the classroom situation and from there it will expand to include the professor's philosophy of education, the curriculum, and ultimately, the academic atmosphere of the school.

The primary engine of evaluation and self-improvement will be the basic encounter group of six to ten members, consisting of one or more professors and five or more students. Each group will discuss evidence synthesized from questionnaires passed out to all students in the participating classes. In some cases, video tapes may also serve as a basis for the discussions.

Our efforts will not be so much for investigations, evaluations and analysis of evidence as for motivation, involvement, and improvement of the individual.

The central problem confronting us is two-fold: 1) to compile valid and useful information on courses and teachers participating in the project, and 2) to use the data in a way likely to improve the classroom situation from the standpoint of learning as well as teaching.

The compilation and analysis of such information has been given considerable attention over a period of years and has resulted in a large number of published and unpublished evaluations throughout the country. Once the information given has been compiled, however, attention must be given to its use. The second and most important part of the program must be devoted to harnessing the data for faculty self-improvement and ultimately for improving the institution.

Impact has eight primary goals:

1. To provide instructors with feedback about their teaching as viewed by the students. This feedback must be in the form of personal conversation and group dynamics as well as written evidence.

2. To provide students with feedback about their learning ability (distinct from their grade-getting ability) as viewed by their teachers.

3. To help professors to improve courses and procedures.

4. To consider aspects of education in addition to the intellectual realm: Interpersonal aspects such as the professor's or the student's philosophy of education.

5. To provide a stimulating learning experience of "dialogue" contrasting with the prevalent procedure of monologue.

6. To give students an opportunity for significant involvement in, and confrontation with educational issues.

7. To bring students and faculty closer together and provide an opportunity for understanding that is sometimes absent in the classroom situation.

8. To periodically analyze and report the results of the entire program and suggest new program ideas (curricular or extra-curricular) which have been by-products of the evaluation.

Preparation

Preparation starts with planning, and beyond that, in stimulating interest in the project. The initial weeks of the semester will be spent in planning the procedural specifics and in creating a significant, broad-based support of and participation in the Project Impact.

To be a success, Impact must stimulate a tremendous amount of interest on campus and sustain that interest for several months at a time.

The project will be officially introduced to the campus community through the student newspaper, and through letters to the students and the faculty explaining the rationale for Impact, its goals and basic procedures. Suggestions and support will be systematically solicited.

In addition, key faculty and students representing a broad base of opinion, age and disciplines will be personally contacted and asked to participate in the planning and administration of the program.

While creating widespread interests in the project, attention will also be given to using additional campus resources such as computers, research advisors, video tape systems and related research of the Office of Institutional Self Studies.

Off-campus experts in sensitivity training and group dynamics will also be consulted. There will be equality in all levels of leadership and planning. The Project Steering Committee (PSC) and the Task Force Committees will be co-chaired by a student and faculty member or an administrator.

Staff and Administration

Ultimate policy-making responsibility for the project will be vested in the PSC, composed of four faculty members, the Dean of the Faculty, and five students. The PSC will be co-chaired by a faculty member and a student. The PSC will appoint and direct the task force committees, set basic policy for the project, select courses and faculty invited to participate, and periodically evaluate the progress of Project Impact. Task Force committees will be appointed on an *ad hoc* basis to handle the research, general administration, communications, and basic encounter groups. Research Task Forces will construct the questionnaires, distribute, collect, analyze, synthesize, and report the information on one page summaries for each class.

General administration deals with secretarial services, logistics, printing and related matters. Communications task forces will act as a clearing house for information. They will keep the various committees up to date and informed. They will handle the public relations on campus and interview faculty and students.

Task forces related to the basic encounter groups will coordinate, record, and provide trained people to conduct the basic encounter sessions.

Sampling

We will attempt to evaluate 40-60 courses and course sessions, starting with general introductory courses and gradually working toward the upper division courses. Popular as well as unpopular (large, as well as small, lower-division) courses will be examined. Selection will be made on the nature of the course (upper or lower division courses) and the professor's willingness to participate.

The questionnaire will examine in some detail the student's reaction to the course and the teacher. From there it will deal with topical questions such as the extent and effect of student self-direction, narrowness or breadth of the course material, suggested improvements, etc.

Finally, more general questions about the academic atmosphere (in class and at the school), curriculum and the professor's philosophy of education (Is it visible? If so, what is it?) Each professor may add questions to the basic questionnaire given to his class if he desires.

Information gathered from these questionnaires will serve as the foundation for the basic encounter groups.

Analysis

Once filled out and collected, the questionnaires will be separated into classes and categories. The questionnaires will be divided into these two groups: those that can be processed by a computer, and those that are essay and must be processed by staff.

WHAT HAPPENED

Project Impact (Redland's name for SCATE) began with the public relations problems of any evaluation program on a campus where educational innovations are the very studied exception rather than the desired rule. Redlands' influential faculty reflected this in the most active way, and were sought out by the Impact Steering Committee to discuss the envisioned program. Their concerns ranged from a patent skepticism of students' abilities and maturity to evaluate teaching to what they envisioned to be the policies of the National Student Association. Expectations of a "consumer's report," of a glossing over of the student's responsibility in the learning process, and of the whole thing being too "idealistic," all had to be seriously dealt with.

Interestingly, interviews with a small number of professors indicated a predominant willingness to participate in a program with Impact's stated goals.

Redlands' student administrative sector was highly concentrated about the student government; the Student Association president was the chairman. It encompassed faculty and administrators on an initially very active steering committee, getting off to one of the most rapid, visible organizational starts of any SCATE school. A professional consultant was brought in early to discuss these early steps and establish them with emphasis and provide some degree of prestige. The events of the entire semester were sketched out, printed for campus distribution, and plans made for the "professional" assistance that would be needed in directing each encounter group. The consultant also seemed useful in allaying suspicions of some faculty members, who may have felt even the NSA staff was inadequate to initiate a program that allowed the students so much of a voice.

Direct contact was attempted with both students and faculty by sending out questionnaires asking both groups to contribute to a final questionnaire to gather class feelings prior to the encounter group sessions. Their quality was not well-received by the faculty and students, resulting in three different efforts. Three questionnaires were used in all, each because of the dissatisfaction with the previous one. The first questionnaire, for example, was a tedious and lengthy 130 question true/false questionnaire. Its usefulness was limited and its effect on the students was to dampen many interests that had been aroused in the program. The campus newspaper gave SCATE excellent coverage in terms of general articles on the program and occasional progress reports.

After organizing the various committees, readying the questionnaires, distributing and collecting them, and arranging the times and places for group meetings, the project was ready to begin for the students.

Of the 15 professors who actually did have encounter sessions, many were ill-attended, some others were unsuccessful for various reasons, and it is reported that five or six of other meetings were successful. The faculty members were not at this late date ready to accept, nor tolerate student criticism; students were unwilling to say what they thought, either because of a poor group leader, or because of personal reasons--fear, shyness. The six sessions that were described as successful were said to have been beneficial not only because the participants were really able to communicate their feelings, but largely because of a feeling of 'trust' was generated between the faculty and the students. This is said by the Redlands SCATE director to be perhaps one of the most significant accomplishments of the project; a feeling of trust between participating faculty and the students. The participating faculty, of course, must be counted as those twenty-six who volunteered to participate in the beginning. But of those fifteen who actually had sessions, some, about half, came away with negative reactions, primarily because of the unsuccessful sessions. Whether or not one can say these faculty members too retained a feeling of trust would be uncertain. I would say that their dissatisfaction with the sessions would be indicative of their feelings toward more than just the sessions--perhaps toward the project in general. It is difficult to say, however, whether others recognized this as an accomplishment of SCATE--especially since this resultant feeling of 'trust' existed first for only those who held encounter groups, for those whose groups were successful, and for those who perceived their 'trust' to exist at all. To claim plainly that a consequence of the program was a feeling of trust between some faculty and students would be to attribute more objective reality to the results of Redlands' SCATE than they themselves would admit of. The encounter groups ran very late into the semester--late enough to hurt their attendance because of exam pressures. At exam time, SCATE ended for the first semester.

The second semester effort was a significantly altered program. The disappointments in participation, and, therefore, results, significantly dulled the enthusiasm for what had been a highly touted program, having received much publicity and even editorial support.

The second term program drew virtually all its personnel from a group who had been encouraged by a very dynamic campus speaker to support Project Impact. The new director was appointed from among them, as the student government leadership largely disengaged itself. This impetus continued well into the second semester, preventing any duplication of the intense schedule used in the first semester and probably leaving a gap in time that cost additional enthusiasm for the program.

The attempt at an improved version began well, with one student assigned to sustain contact with three professors in developing the encounter groups. Faculty participation jumped to forty volunteers. Casual interviewing suggested that some simply supported SCATE's goals, some appreciated the new personal contact, and a few had good experiences with the first semester. Most of these instructors, however, felt the program was failing to reach the faculty who could benefit most from the feedback. Participating faculty seemed to appreciate the looser scheduling as well as a simplified questionnaire, using just two open-ended questions, to which the instructor might add others.

This seemingly improved situation, however, continued to fall victim to decreasing enthusiasm on the part of student volunteers, and consequently, of course, provoked dismay and disconcern among the faculty which had volunteered. This decline was due partly to the Project leadership. A director had been appointed who was not at all clear as to the dynamics of running such a program, who could not instill the enthusiasm necessary and who actually had other time commitments of higher priority. The students also seemed to feel overburdened to keep in touch with three professors.

Questionnaire returns and then unenthusiastic faculty allowed the entire second semester program to slide into an abysmal failure, with no encounter taking place.

WHAT CAN WE LEARN

Even though Project Impact established a potentially useful model and methodology for future evaluations most assessments available from the campus indicate it has been designated a failure. That, of course, is according to their own goals of various desired improvements expected within the year.

The students seemed to bear most of the responsibility for the program's failure, though it could be argued they were led to believe rather grandiose changes would be affected within one year. Still, it is their naivete and passivity which were more basic to losing a realistic perspective.

The leadership of the SCATE program had ambitious desires for educational change and reform that now seem to have been considerably more sophisticated than their student body was either interested in or capable of handling. Out of such thoughts came a SCATE prospectus requiring ambitious participants and promising, with such support, dynamic changes in the learning environment.

Students, however, seemed to have translated the reports of such potential change in the field of course and teacher evaluation as being a program that would rectify their problems with their worst teachers. Thus, inflated expectations were spawned in the student, who of course never reacted in the formative stages to his willingness to personally confront his instructor. Essentially, the vision seems to have been "change was to be achieved," instead of "I, the student, will achieve change." Thus students supported the goals but did not at all adequately do the work. The expectations set by the leaders were unrealistic.

The faculty made the typical contribution in a voluntary program. According to interviews, the open-minded teachers who were concerned with their teaching volunteered; the more complacent, less adequate instructors did not volunteer to participate.

General comments were found to the effect that the University of Redlands students never "completely understood" the SCATE program or faculty evaluation. They seemed to have needed far more frequent and far more tangible outputs than Impact was designed to yield.

Students working on the program may have anticipated a more specific directive from NSA (certainly some of the other schools did), but their first semester's unusually specific scheduling and planning made that a very unlikely contributor to the failure they perceived.

Response from some faculty members also indicated the very usual, almost political, problem of faculty stating they already had evaluation system (by the department heads), that outside groups should not do such evaluations ("outside" referring not only to NSA--but to students in one instance) and other apprehensive notions.

1. A program needs feedback which indicates some progress. Without it a program is more likely to fall apart. In a personal contact program--(a subjective program)--something has to be made up--or come from the program itself--to show progress.

2. You must set expectations very clearly if they are not to be fulfilled by tangible evidence. Your

"evidence" will be your own discussions and group encounters. If this is not made clear, the chances of misunderstanding are great.

REPORT ON UNIVERSITY OF HOUSTON

Included in Appendix Page

1. Evaluation Questionnaire (IBM) 128

A Brief Summary of SCATE at University of Houston

The University of Houston has about 23,000 undergraduates of whom 75 per cent are commuters. The average age is about 23 years old; most of the students are pragmatically oriented. The SCATE project at Houston was, and looks like it will continue to be, a well thought out, fully institutionalized, approved and competently run program. The few people who spearheaded the program have stayed with it all along or have trained a few people over a long period of time to take over the job. The SCATE plan at Houston is a three part plan. Part one was to design a questionnaire, develop it, evaluate volunteering faculty, and return the results of the study only to the faculty members involved. The second part of the SCATE program was to develop and enlarge a more complete catalogue of courses containing course descriptions in more detail written by the actual professor teaching the course. In addition to the course description would be published the grade distribution given by the particular professor for the course listed over the past two or three semesters. Grade distributions are public information. The third stage of the SCATE program involved the more traditional course and teacher evaluation with the results being printed and published in a magazine made available to students generally. All three stages were planned to take place over about a two year period. Stage one has been completed. Stage two is almost complete with the printing of the SCATE catalogue of courses scheduled for Christmas (1968) recess. Stage three, the survey of courses and teachers with plans to publish, is in the beginning stages as far as the actual mechanics are concerned. Certainly the work that has already been done is indirectly a part of the last stage. It was conceived that the first two stages would gain the acceptance and cooperation of the various parts of the institution, and would give the SCATE Committee and the work it produced a high level of credibility. It has done just that, and justifiably so. All the good will, cooperation and approval that is necessary has been obtained. The program has been extremely successful both insofar as the SCATE program has fulfilled its own goals and insofar as it has done a remarkable job by outside standards. The large number of people successfully involved, the degree of high institutional cooperation, and the great potential for future influence are key features of Houston's success. The first published evaluation (Houston's third stage) will be done on a voluntary basis. After that, the SCATE staff fully intends to publish the evaluation on a non-voluntary basis. At this point, the preparation for a non-voluntary published evaluation have not been undertaken.

The most interesting aspect of the program has not yet been carried out. It is "what will happen when the evaluation is conducted on a non-voluntary basis in view of the overwhelming credibility and confidence which the institution, as a whole, has placed on the SCATE project? Will it, or can it resist non-voluntary evaluation, and if so, on what grounds?"

PROSPECTUS

Project Objectives

"More than twenty individual course and teacher evaluation systems were being conducted at the University of Houston prior to initiating the SCATE program. Some of these were done by the usual few competent professors [who certainly don't really need the feedback] and two were systems devised by department chairmen for use within the department. Another, which was conducted by an entire college, was developed from guidelines set down by a national fraternity.

"No single system in use performed an evaluation with any provision for feedback directly to the students. No system was constructed with any assistance from the students. Rather each method assumed student's needs and perceptions. Furthermore, the University of Houston had never had a student evaluation system conceived, conducted, and financed by the students. We are a conservative campus.

"Realizing we had a long way to go in order to 'produce' something concrete for use by students, we set the following procedural goals:

1. establish good working relations with the faculty and administration in order to solicit their support and encourage participation in developing a program which would be long lasting and benefit all aspects of the academic community.

2. draw on the various talents of the academic community to participate in the evaluation program (such as counseling and testing service).

3. establish a system whereby academic accreditation could be gained for students working on the evaluation program.

Some of the short range goals were:

1. use the fall semester to complete establishing good public relations, publicity, student and faculty-administration involvement.

2. complete a pilot study to recognize our needs (financial, personnel, and etc.)

3. complete a campus wide evaluation system by the end of the spring semester.

4. gain some understanding of the strength of our opposition and have as much knowledge of the reason as possible (this was done in several ways):

   a. faculty-administration personal interviews
   b. University Issues Board meetings
   c. review of the literature--psychol. and edc. journals
   d. interviews with the Student Life Committee
   e. consultation with Counseling and Testing Service"

WHAT HAPPENED

Two studies were planned. The first was a pilot study. Its primary purpose was to test the instrument (designed by the committee) for collecting evaluations, devised a data analysis system, and develop a reporting technique. This also provided an estimate of the time and expenses of performing the work.

The second study was to be conducted during the second semester and was wider in scope and modified in technique as indicated from analysis of the pilot study.

When the instrument was ready, we collected evaluations on approximately thirty professors who volunteered to participate in the pilot phase of the program. Complete student and faculty anonymity and confidentiality was stressed at all times throughout the program. Students filled out the data sheets during the last twenty-minutes of class time on a voluntary basis. Things were pre-arranged by the committee with the professors. No student identification was required by us. The scale included twenty-eight multiple choice and one open-ended question. We received excellent cooperation from both students and professors. Members of the SCATE committee administered the instrument while the professor voluntarily left the room. This provided a certain feeling of "freedom" on the part of the participating students.

Approximately 3,000 students participated in the pilot study. Responses were recorded by them on standard IBM 503 answer sheets with the open-ended question being reserved for a separate blank sheet of paper.

The data collected were taken to the Counseling and Testing Center by the SCATE committee and sorted for readiness in scoring by an optical scanner which in turn punched IBM cards. From here the data were processed by Computer Science Center. The printout was done strictly by percentile response to each given question, the means and standard deviation being included.

Feedback went directly to those professors participating in the pilot study and to no one else. The SCATE committee then did a random analysis of 298 questionnaires as follow up on the original purpose of the pilot program. We were able to determine some of the weaknesses of the instrument and the means of administering it.

We found the responses to be more than favorable to the professors and this was attributed to our intentionally built-in bias of using volunteers of a rather enthusiastic nature who endorsed us whole-heartedly.

During the semester break, the committee redesigned the questionnaire and produced an instrument which was simplified, containing only twenty-five statements with multiple choice answers. The open-ended question was abandoned due to difficulties in reporting feedback while maintaining confidentiality.

During this phase of the program, slightly more than 200 professors and 16,000 students participated. This was approximately 25 per cent of the faculty and 75 per cent of the student population.

We modified the procedure in such a way as to bring more students (during the evaluation process) in direct contact with members of the SCATE committee. This accomplished two things: it reduced the level of apathy of the students and gave them a sense of "involvement"; and fulfilled our goal in making this a student administered program.

The faculty was solicited through inter-campus mail for their participation. A card was included in the faculty letter which was to be filled out and returned to the SCATE committee by a specific date if the professor wished to be included in this semester's evaluation program. Each professor was asked to randomly choose a student from each class being evaluated to be the liason between the class and the

SCATE committee. On the card returned to the committee by the professor was the following information:

Professor's name and department
Title of course
Course section
Room, building and time of class
Number of students enrolled in class
Date evaluation was to take place

Each professor had a packet of questionnaires with this information on the front. The student representative of the class picked up the appropriate packet on the way to class on the day of the evaluation, and the questionnaire was administered by this student during the last fifteen minutes of class time. The professor was not invited to participate in the administration of the questionnaire and in most cases simply left the room at this time. The date were then collected and returned to the SCATE office where they were marked for the computer.

This portion of the program was conducted three weeks before final exams. It was intended to have the data analyzed immediately after grades were posted and give the participating professor feedback at that time.

WHAT CAN WE LEARN

1. The success of the program at Houston is primarily due to two facts. One is the exceptional interest, motivation, and competence of the key people involved, and the other is the fact that the SCATE program was officially recognized and accepted by the institution. Although the last condition is not always necessary for success, in the context of the Houston campus it was a major part of the grounds for success.

2. The fact that the University of Houston is very large and is composed of an extremely high percentage of commuter students is a good basis for saying (along with the results of the Cues student profile results) that this campus is at least as apathetic toward academic innovation as any other. Yet, with a well conceived and administered plan, SCATE was not stopped from successfully carrying out its project. Lack of student interest need not be the cause for "unavoidable" failure.

3. At a large impersonal school like Houston--devoid of any feeling of community--one way to begin an evaluation is to gain a foothold of credibility, and this

can often be done by conducting a voluntary non-published evaluation.

The University of Houston could be considered in some ways to be a model campus. The main reason for this is that they were able to do just about everything they set out to do, and in the way they planned to do it. There are probably several things that are responsible for this. One important one, probably the most important, is that the people involved in the SCATE project were all older students, serious about their education, and serious about their undertaking of SCATE. It is also important to note that the two or three students primarily responsible for the SCATE project at Houston received academic credit for their work and took it in the form of independent research. They arranged to have credit given by planning it out with their faculty advisor. This is just one indication of the seriousness with which they approached their work. For those students who actually ran the project, SCATE was more than a full time course. It included more instruction and consultation by faculty and advisors than would an ordinary full time course.

From the very beginning the thrust of the SCATE project was to involve the institution as much as possible. I would say that the goals for the SCATE project were agreed upon as much by the student SCATE staff as they were by the faculty consultants and interested administrators. It was truly a joint effort not in labor--but theory. Of course, it must be taken into consideration that the first two stages of the project were done on a voluntary non published basis. In this respect, the institution stood very little to lose and these grounds for traditional opposition were effectively removed. Regardless of this fact, though, the institution has recognized the SCATE project and the credibility it has gained will be hard to destroy once--and if--a hard-nosed publication arrives containing adverse criticism. The institution has, in a sense, committed itself.

Regardless of the fact that Houston is a school of 23,000, 75 per cent of whom are commuter students, the SCATE staff was able to organize their program in such a way that the very strong non-academic or "vocational" attitude toward education was in no way a hinderance to the success of the project. By ganing the cooperation of the faculty and their permission to distribute questionnaires in class, the students were a captive audience. Were the questionnaires to be conducted outside the classroom, there is no doubt at all that it would have been a miserable failure. Houston students would simply not be interested in participating in academic innovation. Nor would they go along with the idea of participating in something without having the opportunity to see the results.

REPORT ON UNIVERSITY OF ALABAMA

Included in Appendix Page

1. Evaluation Questionnaire 130
2. Sample of Final Publication 131

A Brief Summary of SCATE at University of Alabama

The University of Alabama is a very conservative campus. The evaluation which they produced reflects that conservatism. It is a credit to the SCATE staff that they did in fact get a publication into print and made it generally available to students, after having failed to do so for the two years preceeding. In fact, they have recently published their second evaluation booklet. The acknowledged criticism of the publication is that it is a voluntary one and consists of evaluations which are almost uniformly favorable. Since the teachers rated were only those who volunterred, it is understandable that evaluations were generally favorable. As a result of this, the publication's impact on the campus was minimal.

All of the usual procedures in doing such an evaluation were conservatively followed. The evaluation committee, an off-shoot of student government, was manned with people similar to the conservative student government personnel. Much of what makes any evaluation imaginative or resourceful is the way in which it solves problems that stand in the way of its goals. The University of Alabama, instead of attempting to solve problems that stood in the way of its goals, modified its goals and thereby removed its problems. The original prospectus states: "If, as in all probability, some faculty members refuse to allow their classrooms to be used for the purpose of completing questionnaire forms, some other method must be found for reaching those students in their classes. Another problem which would stem from such a case would be the possible refusal of the administration and the computer center to run a program on a professor over his objections."

These two potential problems, cited in the prospectus, were the same reasons given for the decision to conduct the evaluation on an involuntary basis. The program seems to be an on going one--but without any great deal of interest or significance for the student body.

PROSPECTUS

The goals of the SCATE program at the University of Alabama are not unusual except insofar as they are less explicit about specifics than are those of many other large universities. The prospectus states "Our purpose, of course, is not to provide a scandal magazine for bug-eyed freshman. We seek neither to embarass the professor nor to aid the student who is searching for a quick way to avoid being educated. Ours must be a more positive objective. The betterment of our institution, and in turn, the betterment of its graduates, must be the goals we set. Our evaluation, while financed and implemented by students, will become a reality only with the cooperation of the faculty and administration, and it is our intention to make the evaluation valuable to them. We feel that the evaluation should be viewed by all as a step forward for better education at the university." With these general goals set out, the prospectus goes on to treat each of the factions it has so far mentioned: students, faculty, and administration. In treating them though, it says nothing more specific about what it will provide in order to accomplish those goals.

The prospectus states that the results of a prior survey show that there was a good deal of support for the idea of an evaluation. This support, however, would seem unrealistic in view of the limited number of "progressive" students interested in education or education reform, as once specifically indicated by the small numbers who turned out for one conference on education on the campus attended by one of the NSA SCATE staff. The author of the prospectus seems to have had a good picture of the campus in at least one respect--his perception of the faculty and administration about which he says: "the administration, although they will neither hinder nor support our project, will probably lend its cooperation. The faculty will very likely offer the most pronounced opposition and lack of cooperation..."

WHAT HAPPENED

After at least one prior unsuccessful attempt at an evaluation, Alabama SCATE, about to embark again, leaped to a fast start.

"With a second course and teacher evaluation committee appointed, work was begun immediately. Before the end of the spring semester, research and studies were completed, a questionnaire was drawn up, and a trial run was made.

"The research itself had been continuously carried out by the committee chairman and the executive office of the Student Government Association. Numerous letters requesting information and material were sent to colleges and universities throughout the United States. After reviewing the literature, the committee finally drafted a rough questionnaire.

"Then a committee of two began a trial run. After the questionnaires were distributed and completed by the students, the results were computed by hand. Although the results did not give a true and accurate picture as hoped, it did show where we had erred. With this criticism we decided to make changes in the structure of our committee in order to bring in experts to alter our evaluation procedure. By this time the spring semester was nearly at an end.

"In the fall, 1966, the committee was changed in order to achieve an equitable reflection of the views of the entire campus. We sought students that were interested (yet diversified in their educational backgrounds), we sought interested and reluctant professors, and we sought administrators whom we thought should be involved in the basic planning.

"Meetings with the school administration took place. As unproductive as such meetings may have been in terms of program formulation, we did at least secure the administration's approval on the project and established a means of communication with them.

"It was decided that the administration should not participate directly in the functioning of the committee. This decision was reached because some faculty members might object to administrative involvement and this could in turn cause strained relations between them.

"After a decision by the committee members to promote interest in the evaluation program, two plans went into effect. First, students were sent out to poll the faculty as to their feelings on the program at the same time to try to convince these professors of the value of such a program. This poll was conducted with some success. There were many favorable comments but most useful were the criticisms of some of the faculty.

"A second method to promote the program was also followed. The chairman of the course evaluation committee went before the Alabama Association of University Professors to make a presentation of the committee's progress and also to answer any questions about the program. This presentation was not as successful as the above-mentioned plan. The AAUP membership, in the main, reflects the views of established, conservative professors, and thus tends to be resentful of student criticism of faculty teaching methods. Although the program's merits and advantages to both the faculty and students were clearly stated, the idea was not accepted with much enthusiasm by these members. However, this did not impede the progress of the committee.

"During this time meetings were held every week. It was in these committee meetings that most of the work on the project was done. Our main task was to work out a questionnaire which would give an accurate, complete description of the course and of the instructor. Many more hours were devoted for this purpose, but during the discussions several problems also arose.

"The first major problem to confront the committee was whether the evaluation should be published or unpublished. The advantages of both were pointed out by various members of the committee. Several of the faculty members were hesitant to accept the idea of published form. Some thought that this would tend to cause "strained relations" among both the faculty members themselves and among students and faculty. It was stated that many of the instructors with tenure would object to having the 'privacy of their classroom' destroyed and others said that many teachers were concerned that if it were published the administration might use it as a guide for promotions. However, many of these same faculty members felt that it would defeat the purpose of the evaluation if it were not published.

"The students, for the most part, were definitely in favor of a published evaluation. It was finally decided that we should attempt a published evaluation.

"A second problem was whether the evaluation should be of a voluntary or compulsory type. In order to have a compulsory evaluation, we would have students fill out the questionnaires outside the classroom, and to do this we would have to have a complete list of each course taught on campus, its instructor, and the students enrolled in that course. But in order to have such a list, we would have to go through the administration, which was opposed to 'forcing instructors' to participate. Then it was decided that we would try a volunteer evaluation temporarily.

"The first semester was nearly over and the members of the committee decided to have something in print for the students by the end of the spring semester. Near the end of the fall semester the evaluation was divided into two parts. The first was to be a description of the course by the professor and the second was to be the actual evaluation. At this point we set members of the committee to drafting a 'course description questionnaire' which was later known as the 'Instructor's Questionnaire.' This questionnaire was hastily compiled by faculty and students.

"When the questionnaire was completed, a letter was written to all faculty members and both of these items were sent to all instructors at the University. Although the 'course description' never materialized, the responses that we had from this 'Instructor's Questionnaire' were helpful.

"It seems that these questionnaires raised doubts in the minds of some instructors as to whether the students could conduct a good course evaluation program. There was a definite faculty reaction to these questionnaires, and one example came from within our own committee.

"A second 'Instructor's Questionnaire' was drafted after another attempt. The instructor questionnaire was also done. Upon presentation of student evaluation questionnaire to the committee, minor changes in wording were made, a rating system was devised, and a final questionnaire was completed.

"The day finally arrived, the questionnaires were distributed to the students, filled out, and then collected. They were turned over to Dr. Mickler for his analysis. About 15 per cent of the faculty in the school of arts and sciences were rated with about 900 students participating. The results were written up adhering very closely to the statistics themselves. All of the work was done in a very hasty way in order to get the publication out before the semester end. The cost of printing 3,000 copies, of which 300 were sold, was $2,300. Ninety-five per cent of those copies sold were sold to the faculty members because of the lack of student awareness, and to some degree, interest, in the program. Copies were sold for 50¢ each. The second evaluation publication, prepared during the first semester of 1968, was conducted in much the same way with an equal number of faculty participating. Some of these faculty members, however, were different than the original 15 per cent who participated. A slight, but not significant, increase in the number of students participating reflected a similar slight improvement in school's interest in the program. The second publication saw a somewhat larger distribution of 1,700, but these were given out for free. The remaining 1,300 copies are being saved for the next semester. The second publication of the evaluation, as indicated, did not increase significantly in momentum, size, status, or campus interest. Several mechanical improvements were made on the collection and distribution of the questionnaires, plus the addition of more and staff to work out a more carefully composed magazine. Essentially, though, the second publication saw none of the dramatic improvements that one might expect. Neither gains in status, power, student interest, or potential can be cited as concrete accomplishments of the first SCATE publication. However some sophistication was gained in planning and anticipating of mechanical matters which made the second publication a generally smoother operation."

WHAT WE CAN LEARN

The Alabama SCATE program teaches us at least one important lesson: that is that the significance of a voluntary large scale evaluation may not be the same for different schools and that it may change as a function of the situation in which it is found. If such an evaluation is planned as one of the intermediate steps moving toward an involuntary evaluation, then its function may be a legitimate one. The fact that such voluntary evaluations result in good critiques only, which then produce a publication which if of little effect, is considerably excused when such an evaluation is serving as a means and not as an end. In such cases, as seems to be the case with Houston, the voluntary stage of the program is a legitimate and positive step toward a worthwhile long range goal. However, the existance of a voluntary evaluation--when the original goal was to have an involuntary one--means considerably different things. In this case, which seems to be the case of the Alabama SCATE, the voluntary evaluation can be at least as discouraging as it is encouraging. One of the things that it may well represent is not the presence, but absence of student power to do what the student government thought ought to be done. If an evaluation is forced into being voluntary, then its existence is dubious progress, and the purposes it may serve are those of covering over real needs and concealing real weaknesses.

Another lesson that we can learn especially well from Alabama is that the product of the SCATE program depends, as in all schools, on the people chosen to head the program. At Alabama, a conservative committee headed the project and produced a booklet which went largely without effect. The fact that Alabama produced two evaluation publications is likewise due to the industry and ability of the few who headed the project.

A general explanation for the publication's voluntary status was given by the chairman of the SCATE committee when he explained that he did not want to be in a position of being attacked for his publication, nor did he wish to alienate any members of the school which an involuntary publication certainly would do. To a large extent, the voluntary publication, and its most probable future voluntary status, is a matter of the personality of the director of the committee. Unless there is a change of staff on the SCATE committee to a more agressive leadership, the evaluation will continue to be done on a voluntary basis, and will probably contain a heavily scented proportion of favorable critiques.

REPORT ON NORTHEASTERN UNIVERSITY

Included in Appendix Page

1. Evaluation Questionnaire 138
2. Sample from Final Publication 142

A Brief Summary of SCATE at Northeastern

Northeastern University located in Boston is a large "work-study" school broken up into two terms. The atmosphere is similar to most large schools where the students are largely commuters--somewhat cold and impersonal. A great number of students are career oriented--especially with the thrust of the work part of the "work-study" plan of education. The interest on the part of the average student in academic innovation was probably slight. Because of the very large size of the school, the program's success depended heavily on a high degree of organization, an ability to get committees functioning on mechanical matters, and the persistance to carry through on a long project. The logistics of distribution and collection of questionnaires, of processing and summarizing the results was a major concern. It was handled doggedly well by the two students who were primarily responsible for the SCATE program. As many as 75 people were working at one time on the mechanics of the program--all temporary help enlisted by those few on the SCATE committee. Although all students involved showed a great capacity in organizational skill, they were somewhat weak in the more academic aspects of the program, like designing a good questionnaire, making maximum efficient use of computers, and conceiving the most informative and effective presentation of the final data.

Even lacking these abilities, the program proceeded slowly and steadily, and, has come to fruition. The first published teacher evaluation will have been produced. That is a success. The evaluation was done in a usual way. It sought the cooperation of the faculty and administration and was able to gain that cooperation through diligent efforts on the part of the two key students. Special favorable influence from the administration made faculty cooperation much greater than would ordinarily be expected. After a pilot test of the evaluation process, during which time faculty criticisms and information on faculty courses was received, the campus had been prepared for the first major run of the full-scale evaluation. Questionnaires were distributed and collected in class, put into a computer after much unnecessary delay, and prepared for final publication. The results were in the form of simple percentage statistics with brief written summaries of the statistic on the top of each page. The publication was out late Fall and was made available to the entire student body. Even though great numbers of people worked on the project at different times, the preparation of the booklet was the burden of the two dedicated people. The publication will evaluate a large number of courses (over 100) in the school of arts and sciences--and, although faculty participation was technically voluntary, the program was, in effect, almost as inclusive as an involuntary publication.

PROSPECTUS

"This evaluation will serve as an instrument to clarify communications between the students and the faculty. Through this project, the student will have a valid means of expressing his opinion as opposed to rumors reaching professors through the grapevine. Communication will provide for better student-professor relationships and will allow the student to constructively criticize the professor's teaching methods and the course structure. This evaluation will allow for a balanced criticism; the strong points of courses and teaching methods and areas where student interest lies will also be reflected. By utilizing t this information, improvements in curriculum and in the general education process may well be made.

"Through this evaluation, the student will have an instrument for self-analysis as well as course and teacher analysis. By completing the questionnaire the student will be forced in some way to ask himself what are his academic and vocational goals and whether the course he is evaluating is helping him attain those goals. After this self-analysis, some students will, hopefully, take a deeper interest in their courses and be motivated to do some independent extracurricular work. The evaluation instrument will make the student think about what he wants from a course and a professor, and give him an avenue through which he can express his opinions and ideas effectively.

"An integral part of this study is the discernment of the relationship between the professorial summation of course objective and requirements and student opinion concerning those courses. Having both the student's and professor's view point on courses will aid the student in choosing electives and in preparing for enrollment in any course.

"Each faculty member will be given the opportunity to comment on course objectives, requirements, and requisite student attitude. This Faculty-Course Summary will be published in the final evaluation report along with the student opinion concerning these courses.

Organization

The project will be handled by three groups--The Local Advisory Board, Campus Curriculum Committee, and a

Research Team. Their functions and structure are as follows:

"As assigned committee of the Student Council with the cooperation of the Vice President of Student Affairs, drew up a list of faculty and administration members who could possibly serve on the Advisory Board for the faculty and course evaluation. From this list, interviews were held by the committee and from those interested, two faculty and two administration members were selected. The five students who are serving on this board were drafted from the Student Council.

"The Local Advisory Board is composed of faculty, administration, and students. This board will determine the guidelines and goals of the evaluation and will coordinate the activities of the other two groups with the rest of the Northeastern community.

"The Campus Curriculum Committee will have representation from honor and professional societies and other student organizations on campus. This committee will develop the evaluation instrument to be used by the students and the questionnaire to be used by the faculty in evaluating their students and courses. They will also compile a written report or booklet from the results of the study and supervise the publication of data.

"The Research Team will handle the actual distribution of the instrument to the faculty, collection of the instrument, publicity, and acquisition of research material for the Curriculum Committee. This team shall be drawn from the student body at large through publicity such as posters, student newspapers, and by word of mouth. All students who are interested in serving on this board will meet at a mass meeting.

"An attempt will be made to gain the support of the faculty by an introductory letter to them, which will state our goals, description of the project, and contain a brief questionnaire asking them for information and recommendations. All this data will be kept confidential and known only by the members of the Advisory Board."

Development and Testing of the Instrument

"Once the Curriculum Committee is established, they will hold their pre-scheduled meetings at night so that both division A and B members can attend. It shall be their responsibility to develop a questionnaire through research and discussion.

"When the questionnaire has been completed, it shall be tested in the College of liberal arts. Several courses will be selected for this pilot study. After the instrument has been tested and results obtained, revisions will be made where necessary. Upon completion of the pilot study, the questionnaire will be administered to the defined population."

Data Collection

"Due to the two-division system at Northeastern, there will be two series of collections, one in Division A and one in Division B. This will mean that two research teams will have to be established, one for each division.

"The Research Team for each division will distribute the student questionnaires to those professors who will allow their course to be evaluated. The professor will request the students to return the completed questionnaire to him at the next class meeting. The Research Team will then pick up the completed questionnaires.

"On or before the distribution of the student questionnaire, the participating faculty members will receive the Faculty-Course Summary form. A member of the Research team will pick up the completed Faculty-Course Summary form at the professor's departmental office.

"On return of the student questionnaires, the data will be machine processed.

Analysis, Assessment, and Dissemination

"Because of Northeastern's unique system of cooperative education, the most informative efficient method of presenting such a large, diversified sample of student opinions is to employ statistics. The evaluation instrument will be a questionnaire utilizing some sort of rating scale which can be machine scored. This rating scale will be reproduced in a frequency distribution for each item from which a standard statistical data can be derived.

"The number and type of questions will depend largely on the selected criteria to be investigated. The questionnaire will be given a pilot study to check it for validity and reliability. In this pilot study, students will be able to make recommendations concerning the improvement of the content of the questionnaire.

"The questionnaire will be administered to Division A in the Fall Quarter of 1967, and to Division B in the Winter Quarter of 1968. It will be of interest to compare the results of the two divisions, through non-parametric statistical tests of significance, any differences in divisions can be noted.

"In Spring of 1968, the data from the Fall and Winter quarters will be published. The data will be presented using descriptive statistics. Each question will be handled as a unique entity and no attempt will be made to get a statistical sum for the complete instrument.

"This published data will serve two purposes; first it will maintain the Northeastern University student body interest and secondly, it will enable the evaluation program to have some influence on course instruction in the coming year.

"In the Spring and Summer quarters of 1968, the questionnaires will once more be administered. The final data from these two quarters will be compared with the previous published data to exhibit the effect the first evaluation survey had on course instruction.

"A booklet containing the final results will be published and will be made available to the Northeastern University community. The final results will be in statistical form and only group data will be employed.

"The professors will be given this information, plus data confidential to him such as the exact frequency distribution and the derived statistical description."

WHAT HAPPENED

The progress of the SCATE project at Northeastern proceeded along the lines set out in the prospectus. Things happened more slowly than anticipated because of delays in various areas: questionnaire construction, data processing, writing up the results into the final format. The work that was originally designated for specified groups collapsed onto the few who were actually running the program, leaving it up to them to find help where they could. And they were able to find the necessary help to complete the various tasks.

During the actual working stages of the program three significant problems came up which forced some departure from the prospectus as stated. Most of the departures were in the form of lost time. One departure, as was true on virtually every campus, was the abandonment of any sort of statistical studies of the questionnaire results.

Three significant problems with the evaluation that caused such departures were the following: Poor questionnaires. The construction of the questionnaire was deficient in many ways. The unknown difficulties that were caused by its length, non-uniform format, and question ambiguities will go largely undiscovered. The discoverable bad effects from the faulty questionnaire were at least two: One was that the Evaluation Committee was only able to use only 6 out of the original 36 questions on the questionnaire. This was true because of the inappropriateness of the questions asked and because many questions yielded results which were interesting but of no real use. The other disfunctional part of the questionnaire was the one open ended question. It was supposed to be included on a separate piece of blank paper which was later to be read and analyzed by the SCATE staff. As should have been expected, the compilation and analysis of these written responses proved so time consuming that the task grew to be impossible and had to be abandoned. This unfortunate lack of planning resulted in a good deal of wasted time on the part of the SCATE staff and an effort on the part of the students in filling out the lengthly questionnaire that could have better used is applied to another part of the questionnaire.

A second major departure was caused by unnecessary problems with the data processing. An arrangement was made to have the data processed by the Stern Study Group which was a local, research oriented foundation. Due to lack of experience, knowhow, and initiative on the part of the SCATE directions in the area of data processing, the entire job was left in the hands of the representatives of the Stern Study Group. Partly because of this there were time delays that amounted to a period of more than a month. Due also to the complete separation of the SCATE director from the data processing, the final print out from the computer was a surprise to the SCATE director. That is, he did not know what he would be getting when it finally was ready--but this, again, only because he did not take the initiative to learn what to ask for. In short, the SCATE directors took whatever was given to them, simply because they didn't know what things they might need--and of those, what things they could get. As a result, reams and reams of statistics came from the computer--making it almost impossible to use the information provided. As much effort was expended in making the information useable as was expended in collecting it. For the processing of Northeastern's data, consisting of reading and punching 20,000 mark sense cards, programming the computer, and running the program, the Stern Study Group charged a modest $475.

The third deviation from original plans occurred when the write-up of each individual teacher had to be done. As is true on almost all campuses, the bulk of the work fell on the small number of people who were most involved in running the project--especially the directors. Responsible and dedicated, they were able to complete the job, but only after delays in time and a probable decrease in the quality of the write-ups due to over work.

Two other notable features of the project were the way in which the staff acquired faculty participation and the institutional response they received--short of the project's completion.

Through courteous diligence and well-applied pressure, the SCATE staff managed, in essence, to make almost every professor "volunteer." The first step was a letter to each of the faculty members explaining their project, their goals, and the role of the faculty in that overall plan. Faculty members were requested to answer as to whether they were going to volunteer. Of those who did not respond or who responded negatively, the staff next made personal phone calls or visits and explained the SCATE Project further. This technique was successful in winning over some hesitant professors. In order to reach those that were still hesitant, the SCATE staff spoke to the heads of the different departments about the professors who were still "unsure" about cooperating with the project. This, in conjunction with a letter from the dean to the faculty encouraging such participation, was enough to get almost all of the professors willing to cooperate. The SCATE staff was able to create an environment in which an uncooperative professor was under some pressure as a result of his uncooperativeness. The technique was successful. Such an application of pressure, although often planned at other schools, is seldom so well executed.

The second notable feature of the program was the institutional response it received--although still uncompleted. The sociology department in the school of arts and sciences stated its endorsement of the project and further stated that they would take the results of the SCATE publication into consideration for promotion and salary increases. This endorsement, although a hopeful sign that the rest of the administration would follow suit, was not followed by the members of the administration who, from the very beginning, supported the project, but said that the results would in no way be used for hiring and firing of faculty. The role that the administration played was not an unusual one--but none the less interesting. It can best be explained by saying that they were in favor of the students carrying on such a project--for reasons both stated and perhaps unstated--but they were unwilling to make any commitments in relation to it--either in the way of compelling faculty to participate, or in the way of using the results for promotion or salary increase. The position of the administration--not an unusual one--was to be cooperative, but not responsible; helpful, but not crucial.

Such a posture is understandable insofar as the faculty, in a sense, works both for the administration, and with the administration.

WHAT CAN WE LEARN

1. The ability to organize and mobilize manpower can be as important in getting an evaluation done as more academic expertise in things such as questionnaire construction, data analysis, or sociological justifications for the program.

2. We can learn that it is possible to mobilize large numbers of people to help in the mechanics of the distribution and collection of questionnaires if the right resources are tapped in the right way. The head of the SCATE committee tapped all the campus groups available by timely requests made in politically conducive situations. Student council was requested to help publically, and prestigious campus figures also asked student groups to help.

3. We can learn that it is possible to greatly increase support of faculty from what it would ordinarily be by the judicious use of administrative endorsement coupled with persistant student attempt to reach and convince each and every faculty member originally asked to participate.

4. Other "work-study" schools can learn from Northeastern's calendar year that it is possible to produce a publication even though a director may be in school for as little as 3 months at a time. It is essential, though, to plan for continuity in staff and director.

WHAT CAN WE LEARN

There is a need for feedback during the operation of an evaluation. The need is both psychological and pragmatic, for students running the evaluation and for those participating in it. Signs of movement are needed to sustain the energy and work on the program, both for the group and for the individual leaders. Feedback is also essential for the purpose of knowing how far the program has progressed, what new directions it needs based on past accomplishments and failures, and last of all, feedback is needed so that the program can have some substance by which to measure its success or failure. One of the drawbacks of having an unpublished evaluation, or an evaluation which does not produce some sort of direct output, written or otherwise, is that criteria for success or failure become, in hard terms, almost inapplicable. To claim one is able to measure increased communication between students and faculty, greater awareness of educational issues, greater tendency toward innovations, or improved instruction is a bold but unverifiable claim. Most proponents of unpublished evaluations will say that although they cannot, admittedly, measure such changes, it is not necessary to be able to measure them; it is only necessary to "know" that they exist. What I challenge is their "knowledge" that they exist. I recognize that many times there are qualitative changes that are not able to be quantified--but appealing to this possibility in the case of course and teacher evaluation is more often an "out" for lack of hard evidence or objective progress than a legitimate explanation.

It might well be brought up that the type of progress that evaluations do make is many times exactly of the unmeasurable type. And a counter claim, based on that would state: "to say everyone with an unpublished evaluation who is all too coincidentally appealing to that nebulous condition (unmeasurable progress) is in fact creating results when there were none," is demanding a sign of progress, or setting a criteria for success, which is inappropriate--and therefore, unfulfilled. This, too, is a reasonable rebuttle to a relatively hardnose approach. One must consider, then, the nature of the possible results from an unpublished evaluation. What those results might be, whether or not they exist, and a way to know whether or not they exist would seem to be essential methodological elements in the research design of all unpublished evaluations. In fact, though, these considerations seem to be absent more frequently from unpublished evaluations than from published ones. It is true, though, that just be virtue of publishing an end product, one thereby satisfies the problem, at least in part, of building into the system a way of knowing what you have done. Rather than being regarded as a coincidental advantage of a program with published results, I think it should more accurately be described as an intrinsic value of such a program. An attempt at a personal small scale evaluation seems to be taken as justification for the absence of necessary evaluative elements. The justification is generated by the feeling, I suppose, that the same standards that apply to more objective, scientific, and rigorous research proposals need not apply to an informal and personal one. "How can one be expected to measure increased communication anyway?" The feeling that traditional approaches to evaluate a research program need not apply stems, partially, from the feeling that they cannot be successfully applied. The failure to try to apply traditional scientific methods, and the failure at those meager attempts which have been tried, is a noticeable characteristic of small, personal, informal unpublished evaluations. The application of "scientific" ("hard") questions (meant here to be basically a way to know if you have produced anything and if so what it is) to published evaluations comes up with obvious answers. You've produced an evaluation booklet, it's read by students, faculty, and administrators. Students use it to choose their courses. Teachers improve or modify their courses if they are in agreement that it is needed and are so disposed, and administrators may consider student evaluations in administrative plans and decisions. Non-"scientific" pieces of research continue to be carried out, however, because of their strong intuitive appeal for usefulness and educational betterment. How important it is to be able to apply these "scientific" questions--whether or not the material admits of them--is a question germain to both the feasibility of unpublished evaluations in the future--as attempts at hard research--and to the success of those that have been performed in the past.

If the material of the subjective unpublished evaluation does not admit to the application of hard nosed criteria, then neither we have no way of knowing what really happened in a project, or else we have a way of knowing by the application of some other non-traditional standards or criteria. If the first of these possibilities is the case, then serious limitations are put on the usefulness of carrying on a teacher evaluation altogether. If there is no way of knowing what really happened and what effects it had, then one is in a stalemate as to whether to carry it out again, lest it be harmful. It is also true that one must evaluate whether the project was worth the time and effort it required, for time and effort can always be allocated to other projects which are known to have some value. As a purely exploratory venture, however, there is some value in undertaking a project with no measurement or hard feedback or criteria, if for no other reason than the hope to learn what such measurements might be, the hope that other research efforts might spin off the existing one, and of course the ever present hope that the researcher may discover some significant and relevant facts. If the second of the two possibilities is the case, then we must uncover what other "non-traditional methods and techniques" of appraisal are being employed in small subjective unpublished evaluations.

It seems that feeling, intuitions, and sporadic comments supporting a general disposition are most often cited as the self-evaluative instrument for unpublished evaluation. Should a comment be made counter intuitive to that feeling of the director as to the program's success or failure, no reliable way would be available to handle it--just as there is no reliable way to handle comments consistant with the general feeling of the director. Several random comments from campus people, if all consistent to one theme, are generally interpreted as a confident basis on which to make a statement, public or otherwise, about the success of the evaluation. To say that several agreeing opinions on the effect of an evaluation program in a small community is worthless is also not true. What is true, however, is that the value of those comments is an unknown quantity. They may be an accurate reflection of the sentiment on the campus--in which case they may be a good measure of the effect of the program--or they may be a baseless distortion of what is in fact the case (assuming that there is one fact which can be called "the case"). The intelligence and perceptiveness of an individual evaluating the program on the basis of sporadic comments is also an unknown variable. It is not something to be relied on as the main measure of a program's effectiveness. The development of a new rule, a new committee, or a new structure as an outgrowth of a subjective informal evaluation often helps define or give real substance to what was done that produced the concrete change. The consequence sometimes "justifies" the process that generated it. Programs which would otherwise be impossible to evaluate are often grabbed hold of and pinned down by such concrete outcomes. However, concrete outcomes from subjective unpublished evaluations--in the form of new rulings, etc.--maybe as much due to the readiness of the campus to change or some other laten condition as they are to the evaluation program The same criticism, of course, is applicable to published evaluations. In such cases, programs may claim results which do not truly belong to them. The difficulty of knowing what you have produced is again reflected when we see that cause and effect relationships become vague. There is a real problem, though, in the cause and effect mystery of subjective unpublished evaluation programs. Sometimes the evaluation program can percipitate a decision or generate an effect without really causing it. Such consequences are real and are legitimate claims of accomplishment--if they are true--for unpublished evaluations. They are more often the types of effects claimed by unpublished evaluations as compared to published ones.

THE MISTAKE OF LETTING A LARGE SCALE EVALUATION FAIL FOR LACK OF INTEREST

Contrary to the very popular belief almost always invoked as the reason for the failure of an evaluation program, the active interest of a great number of students in the evaluation program is not always necessary nor even almost always necessary for a successful evaluation program. It need not be the reason for the program's failure, nor at most schools should it be depended on for the program's success. In any large scale evaluation involving considerable time and effort on the distribution, collection and processing of questionnaires, making the success of the project depend at any point on the active interest of the student body at large is nothing more than foolishness. Such types of active interest may require that students come to a central office to pick up or to drop off completed questionnaires; that students spend more than twenty-five minutes in filling out questionnaires, or it may require inconvenient efforts, in work or in time, that make the evaluation procedure burdensom. The student body should be treated in such a way so that not only interest and motivation will be demanded as little as possible, but so that they are as close to being a "captive" audience as is feasible. What an evaluation director might interpret as student apathy in regard to the evaluation procedure may be, and probably is, nothing more than students' general attitude toward their classroom education. To have the evaluation suffer at the mercy of this student body characteristic is foolish, and, not to admit that it is the case is unrealistic. For a large scale evaluation to fail because of lack of "student interest" is an indication that intelligent planning was not done in thinking out the mechanics (strategy) of the evaluation. A mistaken analysis of student interest and temperment is many times responsible for poor or unrealistic planning. At the same campus two ways of conducting an evaluation might well come up with entirely different results due only to mechanical organizational and strategical matters. Where the students fill out and return the questionnaires, under what circumstances, and the amount of effort required to do so are all extremely significant considerations. Evaluations must be run, especially at large schools, as if the directors of the evaluation were trying to market a new product. The same care and planning devoted to a marketing campaign should be taken into consideration for a large scale evaluation. Many of the same conditions hold true for both. The failure to approach an evaluation in these hard nosed unacademic terms is what often times accounts for failure.

The cause for failure that has been discussed at large schools is also applicable to small schools, especially insofar as the SCATE grant proceeded. In fact, of the six small schools in the SCATE grant, five of whom conducted the type of subjective personal and unpublished evaluations spoken of, three fell apart and ultimately failed, mainly because they depended on the active interest of a fairly large portion of the student body. Redlands and Colby were unable to sustain the interest of even those students who were directly involved with the maintenance of the program. The amount of interest sustained by the students who were to be involved in the project as participants was even more lacking. Depending in this way on so many people's sustained interest is a mistake. To depend on them to attend group meetings on more than one occasion, outside of class, is unrealistic. To expect them to prepare for such encounters so as to make them more meaningful is also unrealistic. To expect students to take the initiative of setting up such meetings, running the meeting, and reporting on the meetings is, apparently, beyond what students are, in general, willing to do. With the exception of Rosary College, where meetings were numerous and fairly well attended, sustained interest and organization initiative for this type of endeavor seem unlikely. A school at which this small personal approach was successful (Florida Presbyterian) was more realistic in the organization of the plan. Essentially, what made the difference was the fact that their learning journals were made mandatory--or were accepted in place of two required papers. Such an arrangement is far better than one which depends on the students own "interest in his education." Experience shows us that students are more apt to be last night crammers, in the past and perhaps for a time to come, than they are to be well planned executives of their education. If it is claimed that the lack of success with this type of approach is not due to the seriousness of student's educational intentions, then as an alaternate explanation I suggest student's characteristic lack of spaced out persistance, prolonged motivation, or sustained interest. Requiring journals to be kept, having discussion sessions in class, having questionnaires filled out in class rather than in the dorms, paying students to do menial and tedious tasks, and arranging for credit to be given to those few running the program are characteristic of the ways an evaluation can avoid failure due to lack of "student interest." These suggestions are nothing more than practical suggestions--but too often that is just what is needed to keep a project from "failure due to idealism."

PROPOSAL FOR A NATIONAL DATA PROCESSING SERVICE FOR USE IN COURSE AND TEACHER EVALUATION

After having worked on the SCATE Project for five months, I recognize, first hand, the need, usefulness, and feasibility of a national data processing service designed to help colleges produce course and teacher evaluations. Having been in contact with dozens of schools who either have or are in the process of establishing teacher evaluations, the significant yet unexploited role computers might play has become apparent. Computers have been exploited at the large schools with an established computerized evaluation, but not over the nation at large. When used for the purpose of processing teacher evaluation data, the whole nation, taken as one unit, is perhaps one of the most inefficient users involved in the use of computers--and consequently, is probably using computers in their most expensive and time consuming way. There are a number of reasons for this, but before explaining them and suggesting what can be done, it is important to recognize that the core of this proposal is based on a new approach of teacher evaluations in the United States. It is based on a perception of all the individual evaluations going on simultaneously as parts of a single unit or company. It is a view which pictures each school as a branch of a company, yet functioning independently, and therefore, inefficiently.

The proposal is to consolidate. The reasons for the inefficient use of computers, nationally, are several. Each evaluation, at each college, requires basically the same process. Instead of repeating the process individually, it would be possible (with beneficial rather than disadvantageous side effects) to consolidate the needs of each university so they may be satisfied at one central data processing center.

For each computerized evaluation a computer program must be written in order to process the data. Only one program really need be written in order to process any number of similar information inputs. Hence, instead of each university spending its money, and especially large amounts of time, creating its own program, from scratch, one program could be used for all evaluations were they to be processed at a single data processing center.

Each college or university spends days if not weeks or even months debugging programs for evaluations. Once a program is written correctly, and produces data in the desired format, it can be used with guaranteed success in the future. Presently, however, each school is forced to go through the tedious and time consuming process of debugging its program, essentially because it had to start from scratch. One program at a central place would mean that all the time and money spent at each school in the process of perfecting its computer program would be saved. Unkept deadlines would disappear. The guarantee of a perfect program is quite important. Although not much is noticed when it works well, just about everything becomes dependent on it when it fails.

What of the small schools or those schools with limited income or limited experience with computers? Most often schools that fit into any of those catagories will not even attempt to use computers to aid their evaluation, and rightly so. Starting from scratch, a school with a small budget would indeed find it too expensive to set up a computer program by hiring consultants and paying for computer time. So too would a school with limited experience run into huge delays while trying to get the computer to do the job it wanted. Delays, in fact, have lasted long enough to cancel a forth-coming evaluation publication. And what of a school too small to have its own computers, or a school, because of its smallness, think that computers need not be used in its evaluation? Such schools would probably not consider themselves as a place where computers could, or should be made use of. But all three types of schools would unnecessarily be short-changing themselves if a central data processing center existed where their limited funds would not bring things to a halt, where their lack of experience would mean nothing, and where their size also would mean little or nothing.

To describe in greater detail the working of such a center, let me outline a flow chart with NSA as the coordinator of the data center. Universities interested in participating in the data processing center would pool their needs and, to some extent would have to conform to certain demands. Optical scanning sheets (mark sense sheets) would be used as answer sheets. Although almost identical for all schools, they would permit great flexibility. Scanning sheets, which could be purchased at a reduced price (because of the large quantity possible by pooled orders) would be customed-made for the project of teacher evaluations. This means only that the sheet would be designed with clear convenient arrangements for the answer sections with borders and instructions already printed on the sheets. The preparation of the sheets, however, (where a savings on the customizing charge would be realized because one order need be customized--instead of one for each university) would leave a prescribed portion of the sheets blank where each school would be able to print or mimeograph onto the answer sheet itself its own name and some limited copy. In this way each school would have, in appearance, a personalized answer sheet.

The format of the answer sheet, however, is the only significant element of the entire plan which will be limiting. Each school will have to conform to the same format for its answer sheet. That means only that they will have to have the same number of questions in their questionnaire and that each question will have to have the same number of answer choices. The questionnaire, however, will be able to be the individual product of each institution asking whatever sequence of questions that school might compile. That, of course, is the freedom within the limitation. Constraint is on form, not content.

Once answer sheets are puchased, customized, and sent to each school, the next step is the individual construction of the school's questionnaire, the distribution and collection of questionnaire and answer sheets on the campus, and the mailing of the answer sheets to the center. Once received, the center will already have prepared, tested, and debugged a computer program to process the answer sheets. Before the information can be computerized however, it must first be put onto either punch cards or magnetic tape. Either of these can be done with all of the answer sheets being processed at once. All that need to be done is for the answer sheets from each school to be preceded by a sheet identifying the sheets as those from a given school. It would also be wise to make these identifying sheets of different color so that the sheets can be separated by man as well as by machine. After the results of the mark sense sheets are put onto tape, or cards (cards would have an advantage in that you might want to return the original data to the school) the cards would all be stacked together, divided by school identification cards, and would be joined by one program and put into the computer.

The program would be written to perform the same operations on all the data, thus reducing the amount of computer time in having to read only one set of instructions rather than one for each school, and also by NSA having to perform different operations were all the programs to be separately written. The program would produce basic informations requirements: percentages, percentiles, and correlations for certain specified items. Thus the computer would produce the same package with everyone's data, individual data sent to each school, yet identical in form to the computer.

Once produced, possibly in a matter of hours, or at most days, after it had been received, the data for each could be separated from a single long print-out sheet and mailed back directly to the individual school for whatever plans the school might have.

In this way, the school can depend on having the results of its survey in a matter of days. It can depend on having the computer print out what it wants, and the way it wants it. (In the format mutually agreed upon by the participating schools.) The cost of each school will be drastically reduced by savings in a programming, purchasing forms, and actual computer time. Equally important as these gains is the increased likelihood that the evaluation will be successful because it need not come to a grinding halt if the computers are troublesome--as has happened in many schools, and as in true to some degree in every school.

Such a service would enable schools to undertake projects that were previously unthinkable. Evaluations in many areas would be feasible because of the ease and lowered expense of conducting the survey. Studies could be conducted often, as attitude change measurements or as a follow-up studies, because of the rapid return of results. Studies could be attempted at small schools that might not have been for lack of a feasible way to produce data. The benefits that such a service could afford the academic community are many. The experience I have had and the work I have done in attempting to provide such a service assure me of its feasibility, its need, and its usefulness.

Sample financial picture of a data center with 20 schools participating: (These figures are unofficial. They are only an "educated estimate.")

Each school functioning separately		Cost for 20 schools
Computer programming: 50 hrs. or	$200 x 20	$4,000
Customizing IBM answer sheets	100 x 20	2,000
Buying IBM answer sheets 5,000 @	12.60/thou 63 x 20	1,260
Computer time: 30 minutes @ $300/hr	150 x 20	3,000
	TOTAL:	$10,260

Each school functioning within the Data Processing Center

Computer programming: 50 hrs. or $200 x 1	$ 200
Customizing IBM answer sheets 100 x 1	100
Buying IBM answer sheets 500 x 20 - 100,000 @ 7.56	756
Computer time: 20 minutes @ $300/hr. x 20	2,000
TOTAL:	$3,056

Compared cost is $10,260 as is presently incurred to $3,056 as would be incurred from data center.

APPENDIX

Sample Student Attitude Questionnaire

ATTITUDES TOWARD EDUCATION

______

NAME______________________
Please Print

Rank the following statements (criteria; qualities) in terms of their importance to you and your college education. Please use the following scale:

1...This is VERY IMPORTANT to me
2...This is IMPORTANT to me
3...This is NOT IMPORTANT to me

Don't deliberate; trust your first impressions.

I THINK A COLLEGE PROFESSOR SHOULD BE

1.____convinced that teaching requires responsibility from both teacher and students.

2.____frank in his statements to students.

3.____good natured.

4.____firm in manner in keeping with his position of authority.

5.____patient.

6.____flexible in his thinking.

7.____somewhat reserved in manner.

8.____aware of why students took his course.

9.____of the opinion that education is a two-way process between the student and professor.

I THINK A COLLEGE PROFESSOR SHOULD

______

10.____make clear to his students that working and studying in accordance with his directions will be more efficient than if they try to decide for themselves.

11.____stimulate his students' interest in particular field.

12.____try to get his students to accept responsibility for their own learning.

13.____foster a pleasant atmosphere in the classroom.

14.____take responsibility in making sure that his students learn what is required.

15.____show respect for students' opinions.

16.____willingly accept new ideas from his students.

17.____know what he is doing.

18.____maintain a social distance between himself and his students.

19.____encourage students to work on their own initiative.

20.____be able to relate his field to other areas in which the student is interested.

I AM GOING TO COLLEGE BECAUSE __________

21.____I want to learn something.

22.____I want to become a responsible individual, able to make my own decisions.

23.____people respect college graduates.

24.____I need a degree to get a good job.

25.____it will help me understand what is happening in the world today.

26.____it will allow me to make money.

27.____it will help me begin to study things which will interest me in the future.

28.____it is expected of me.

29.____I want to be exposed to people whose values, attitudes, and opinions are different from my own.

BOWDOIN QUESTIONNAIRE ANALYSIS--REPORT

Summary:

This report presents the results of a questionnaire given to members of the class of 1971 at Bowdoin College in September, 1967. The purpose of the questionnaire was to assess the respondents' Independence/Responsibility versus Dependence/Authoritiarianism as expressed in their attitudes toward education. The respondents were asked to rank (29) qualitative statements concerning professors and personal goals at college using the following scale:

1...This is VERY IMPORTANT to me
2...This is IMPORTANT to me
3...This is NOT IMPORTANT to me

The respondents were asked to provide their name and answer the questions with their first impressions. As the report shows in detail the various percentiles of responses per question one is able to separate the questions according to their usefulness in providing correlation to the attitude scale. By means of a twofold division too, one is able to provide an average rank for each group of questions per respondent. The weighted question percentiles show that those questions relating to Independence/Responsibility have a greater number of highly positive responses from a greater number of respondents. Pearson's R shows an inverse relationship between the average rank for I/R questions and the a.r. for D/A questions. Thus by specifying certain boundary conditions one can produce the portion of the scale to which each respondent's pair of average ranks corresponds. With a bit of facility one can then total the number of respondents per portion of scale.

PERCENTILE FREQUENCY OF RESPONSE PER ITEM

	1	2	3
#1	60.50	34.87	4.6
#2	46.21	47.47	6.30
#3	13.86	50.00	36.13
#4	17.22	52.10	
#5	31.93	57.56	
#6	65.96	26.05	
#7	2.94	17.22	
#8	13.02		
#9	57.14		
#10	10.08		
#11	59.66		

WEIGHTED AVERAGE %

#1	42.64
#2	39.97
#3	29.61
#4	31.08
#5	36.90
#6	42.99
#7	20.51

ITEMS CHOSEN FOR GROUPS

R	A	NS
1	3	4
2	7	5
6	8	13
9	10	17
11	14	20
12	18	25
15	23	
16	24	
19	26	
21	28	
22		
27		
29		

SIGNIFICANCE TEST FOR WEIGHTED AVERAGE.%.

Each weighted average % was tested with a random value 33% which could occur only if each item were scored evenly. The Chi-square test was used ascertain the significance of difference between the observed and hypothesized frequencies. *x^2=53.24 which is highly significant at the .01% level.

PEARSON COEFFICIENT OF CORRELATION BETWEEN PAIRS OF AVERAGE RANK VALUES FOR THE I/R AND D/A GROUPS

Mean for I/R pairs = 1.5.
Mean for D/A pairs - 2.4.
Standard deviation = 0.3.
R = -.3 Standard error = .006. T-Test: T=14.57.

Conclusion: Highly significant inverse correlation. As average rank I/R increases a.r. D/A decreases and vice versa.

NUMBER OF RESPONDENTS IN EACH CATEGORY:

HIGH I/R = 139/238 MIDDLE RANGE = 51/238 HIGH D/A = 13/238 QUESTIONABLE = 35/238

Sample pages from Bowdoin's publication

MUSIC

Music 1-2
Introduction to Music
Mr. Rothlisberger

Content: Music 1-2 is another introductory course designed to develop a student's appreciation of aspects of our culture which might otherwise elude him. Elements of music such as melody, rhythm, and mode are studied with respect to different musical genres.

Lectures: Much of the course entailed listening to records and discussing what goes into a musical performance. Rothlisberger presented an interesting and relevant explanation of the material, usually in an organized manner. Enthusiasm and dynamism compensated for his lack of teaching experience.

Reading: Music 1-2 is not a reading course. The outside material was usually interesting and clear, with biographical emphasis in order to supplement the class discussion. Some outside listening and individual analysis was also required. One pollee termed the outside work "necessary and not too tedious."

Papers: A five- to ten-page combination of research and independent analysis allowed the student to reveal exactly what level of appreciation he had attained. The paper was also beneficial in that Rothlisberger was generally attentive in his critical comments, and the exercise provided an opportunity to raise one's average.

Exams: All aspects of the course were covered in the hourlies. Since about half of each involved listening, it would seem that the varying musical backgrounds of the students would have put some at an initial advantage, but the student with no background in music was not handicapped if he was willing to work steadily. A few unannounced quizzes served as the great equalizer.

Comments: Music 1-2 is not known for its difficulty, but was usually chosen by interested students. Some pollees felt that two separate courses should be offered, thereby differentiating between those of musical and non-musical backgrounds. Next year, Rothlisberger, having survived a year at Bowdoin, should continue to improve and offer yet another important dimension to the aspiring Renaissance man.

GERMAN

German 1
Elementary German
Messrs. Hodge and Riley

Content: This is the introductory German course designed to develop basic skills in reading, writing, and speaking what most students find to be a difficult tongue.

Last year, Messrs. Hodge and Esposito each taught sections of the course, but this year Mr. Riley will replace Esposito.

Lectures: Most of Hodge's classes were run as informal discussion periods and they were popular with the students in them. Hodge was highly amusing, thorough, active, and eager to clear up difficulties.

Reading: No criticisms of the reading were voiced. It adequately directed attention to the basic points of German grammar, and was clearly written and readily understood. Much of it was taken up with "basic sentences" which students memorized. Most college freshmen found this parroting process demeaning, but its value was conceded.

Labs: Though the labs were scored for lacking challenge, they did supply the oral work in which many students said the course was deficient.

Exams and Papers: None.

Quizzes: Eight well-constructed and announced quizzes served to keep students in step during the semester.

Comments: Esposito's departure from the faculty will not be lamented by his former students. Each of his classes amounted to an oral quiz and most found his sessions "uninstructive and unintellectual." In marked contrast, Hodge was applauded for presenting entertaining and vibrant classes which provided students with a sturdy grounding in German.

German 3
Intermediate German
Messrs. Riley and Hodge

Content: This middle-level German course emphasizes conversation and grammar skills.

Lectures: Riley's tangent-prone lecture style was "presented to the mentality of a kindergarten kid." He was, however, carefully organized, and excellent with the oral work on which he laid stress. Hodge was as humorous and thorough as German 1 students described him.

Reading: Assignments amounted to only about six pages weekly, with a written summary of them required. No complaints or suggestions were offered concerning the reading material.

Papers and Exams: None.

Quizzes: Eight or nine "useful" weekly quizzes were given.

Labs: Language lab sessions apparently need much improvement at Bowdoin. In this course, as in others, the tapes were called "lousy" and unhelpful as a teaching tool.

Comments: German 3 was well-received on the whole. Some urged the addition of more reading material in the future and others wanted to convince Riley that they had left elementary school some time ago. One pollee remarked that Riley "set the course up well and was always helpful. That's the trouble. He spoon-feeds you." Nevertheless, German 3 was well-taught and most students felt that they emerged with a reasonable command of the language.

German 5
German Conversation and Composition
Mr. Koelln

Content: German 5 is one of the many language courses designed to make a student feel comfortable with a foreign tongue, in self-expression, and in oral and written understanding. While a concerted effort is made with grammar and vocabulary, the courses promise of oral skill seems to have been sacrificed.

Lectures: Professor Koelln is one of Bowdoin's "grand old men." He lives his field and seems to know everything even remotely connected with German plus most things that aren't. His strengths, then, probably did not show up in German 5, and that fact may explain the numerous pollees who expressed disappointment. "Fritzy" devoted most of the time to correcting sentences, some to rambling about "related" material, and none to speaking the language.

Reading: Much time was spent out of class reading a grammar text. Well-written and clear, it "complemented" the class work, which may or may not be a fact in its favor.

Exams: Student effort was judged by class participation and a final exam. The latter's grades usually consisted with performance in class. German plays were dealt with on the exam just about as briefly as they were treated in class.

Comment: Most pollees felt that the biggest drawback of the course was the lack of classroom conversation in German. Koelln was witty and interesting, but concentrated on grammar to the exclusion of other aspects of the language. Many felt that the grammar drill would have been more beneficial within the context of learning to communicate orally. It is certainly true that speaking a language assumes the knowledge of certain basics, but if this course is to focus on teaching them, then its description in the catalogue ought to be changed.

BOWDOIN COLLEGE QUESTIONNAIRE

____
(fill in course Dept. and number)

LECTURES: (If you felt the course was primarily a discussion course, omit this group of questions. Also, if lectures were given by more than one professor, please rate each professor separately.)

1. The general format of the course was primarily:
   a) straight lecture   Comments:
   b) lecture encouraging questions
   c) lecture and discussion

2. The number of cuts I took in this course was:
   a) 0-3   b) 3-6   c) 6-9   d) over 9

3. The content of the lectures was generally:
   a) interesting and relevant   Comments:
   b) interesting but irrelevant
   c) uninteresting but relevant
   d) uninteresting and irrelevant

4. The presentation of the lectures was generally:
   a) well-organized
   b) sometimes organized and sometimes rambling
   c) poorly organized

5. The professor's delivery was:
   a) usually dynamic
   b) sometimes dynamic
   c) apathetic and boring

6. The professor's attempts at humor were generally:
   a) frequent and witty
   b) sometimes amusing
   c) non-existant

7. How would you summarize the prof's level of enthusiasm for his course and subject matter?
   a) highly enthusiastic
   b) moderately interested   c) apathetic and bored

Additional Comments:

GENERAL QUESTIONS:

1. Indicate by numbers in order of importance the weighting which you think the professor used in grading the course:

    ____Conference grades or class participation
    ____Lab grades
    ____Quiz grades
    ____Hour Exam grades
    ____Paper grades
    ____Final examination grade

2. Why did you select the course?
    a) College requirement
    b) Prerequisite in the major department in which you wish to study
    c) Reputation of the professor
    d) Interest in the subject matter
    e) Time of meeting
    f) Reputation as a "gut"

3. Did the course in any way encourage or inspire you to study further in its field?
    a) Yes b) No

4. The course could fairly be described as:
    a) Overly difficult
    b) Challenging but fair in its demands on the student
    c) Not very difficult
    d) A gut

5. How would you describe the professor's availability to students and his interest in them?
    a) Readily accessible and very interested
    b) Accessible but uninterested
    c) Difficult to locate but interested
    d) Inaccessible and unconcerned

6. How do you think the course could be improved? (Please be brief)

7. What is your anticipated grade in the course? (Optional question--if the grade you indicate is definitely your grade, please make note of that fact)
    a) HH b) H c) P d) F

8. Is this course offered by the department in which you plan to major or are presently majoring? a) Yes b) No

Please sign your name______________________and your class____

CONFERENCES (or seminar discussions)

1. Preparation for conferences was usually:
    - a) assigned and necessary
    - b) assigned but unnecessary
    - c) not assigned

2. Discussion in the conferences was generally:
    - a) dominated by the professor
    - b) constructive give and take
    - c) general B S'ing

3. The relevance of the conference material to the rest of the course material could best be described as:
    - a) very relevant
    - b) sometimes relevant
    - c) unrelated

4. My general impression of the conferences was that:
    - a) they enhanced the course
    - b) the course would be better without them

Additional Comments:

READING: (Please make comments on any reading that was particularly good or bad)

1. The average number of hours I spent reading per week was:
    a) 0-3 b) 3-6 c) 6-9 d) over 9

2. Generally the reading was: Comments:
    - a) consistently thought-provoking and informative
    - b) usually interesting
    - c) adequate
    - d) useless

3. The texts were generally written in a style that was:
    - a) unnecessarily difficult
    - b) clear
    - c) simplistic

4. The concepts involved in the readings were generally:
    - a) overly complex
    - b) easily understood
    - c) simple-minded

5. The relationship of the reading material to the lecture could best be termed:
    - a) repetitive
    - b) complementary
    - c) unrelated

Additional Comments:

PAPERS:

1. How many papers were required in the course?
    a) 0   b) 1   c) 2   d) 3   e) more than 3

2. How long were they?
    a) less than 5 pages   b) 5-10   c) 10-20   d) over 20

3. In grading the papers the professor was: Comments:
    - a) fair and attentive in his critical comments
    - b) fair but inattentive
    - c) unfair but attentive
    - d) unfair and inattentive

4. Primarily the papers required:
    - a) research
    - b) independent analysis
    - c) both
    - d) neither

Additional Comments:

HOUR EXAMS:

1. How many hour exams were given in the course?   Comments:
    a) 0   b) 1   c) 2   d) 3   e) over 3

2. These exams tested primarily:
    - a) lecture material
    - b) reading material
    - c) synthesis of lecture and reading material
    - d) B S'ing ability

3. The exams required:
    - a) memorizing of facts
    - b) understanding of concepts
    - c) both
    - d) neither

4. Was it usually necessary to put the marks on a curve?
    a) yes   b) no

5. The exam questions were generally:
    a) obscure b) fair c) obvious

Additional Comments:

THE FINAL EXAMINATION:

1. The exam tested primarily:
    a) lecture material
    b) reading material
    c) a snythesis of lectures and reading
    d) B S'ing ability

2. The exams required:
    a) memorization of facts
    b) understanding of concepts
    c) both
    d) neither

3. Was it necessary to curve the exam grades?
    a) yes b) no

4. The examination questions could be described as:
    a) obscure b) fair c) obvious

Additional Comments:

Sample of Publication from
Florida Presbyterian College

Lectures and Presentation

Students' feelings about Core lectures, as presented in the learning journals, are helpful in interpreting and expanding upon the questionnaire results. The low rating which lectures received on Question I-E, as compared to discussions and reading material as the most valuable part of Core, and the responses to the questions in Section II of the questionnaire indicate that Core lectures are not what they could or should be. The learning journals suggest why this is true, by discussing lectures in more detail than was possible on the questionnaires. The learning journal comments are a representative sample of the opinions expressed in the answers to the open-end questions, which were not tabulated. Because they are more complete and specific than the random answers to the open-end questions, they are more useful as a subjective, in-depth evaluation of the lectures.

Students feel that the Core lectures provide a well-rounded education by exposing them to a wide variety of subjects presented by different professors. Although this comprehensiveness is appreciated, the lectures are generally considered the most disappointing aspect of Core because of their poor quality. Most of the lectures are poorly prepared or poorly presented, sometimes both. One student expresses this criticism very well in her journal:

> I have been bothered recently by the lack of preparation on the part of my professors. This college is founded on a principle of independent study from a personal desire to learn. However, I feel that it is the job of any conscientious professor to make the subject "live" for his students. If the professors do not find a subject interesting or important enough to prepare a lecture, how can it be expected that students will want to investigate the subject independently? The success of this college is based upon a mutual effort between the students and the faculty, and if either member becomes lax in its responsibilities the result can only be a weakening of the unique and valuable foundations of FPC.

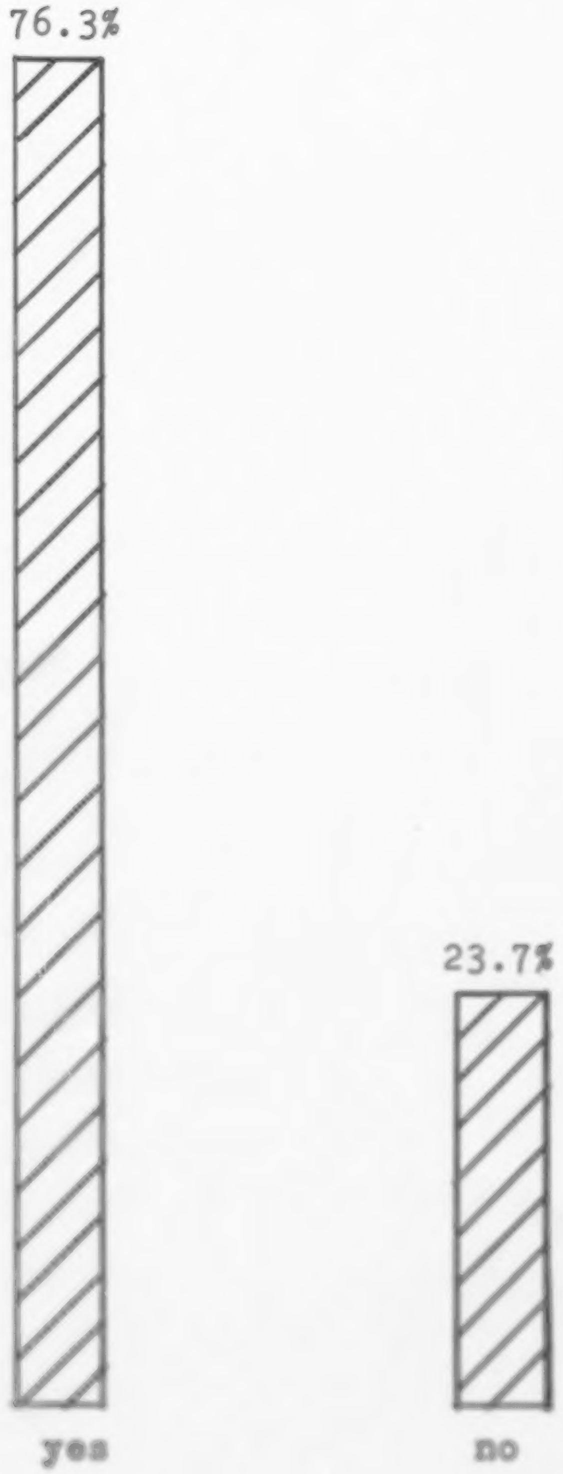
Books

The SCATE questionnaire for Core 101 included a question concerning the amount of reading, if it was very heavy, heavy, in between, light, very light. In reference to the results--they skewed to the heavy side--the reactions in some of the discussion groups explained why some of the students thought it seemed somewhat heavy. Two good examples of reasons are: "I do believe the Core reading list is too long. The long list makes it difficult to discuss any book to any great length or depth," and "I need more time to reflect on the books that I read to get full meaning from them." Although the reading material appeared to be relevant to Core and to other areas of learning, the necessity to have more time to understand the books seems prevalent. Some students suggested a smaller reading list would give the students more time to do outside work or to work harder on creative projects. Some of the students might abuse the added time, but most feel that they have the ambition to utilize it. An alternate solution, in our opinion, might be a continuation of the weight of the reading list with the addition of an up-graded quality in the discussions and lectures to provide the stimulus intellectually necessary for learning on a higher level. Specifically, if we consider FPC to be an intellectually advanced learning experience, then we must not allow our educational structure to deteriorate.

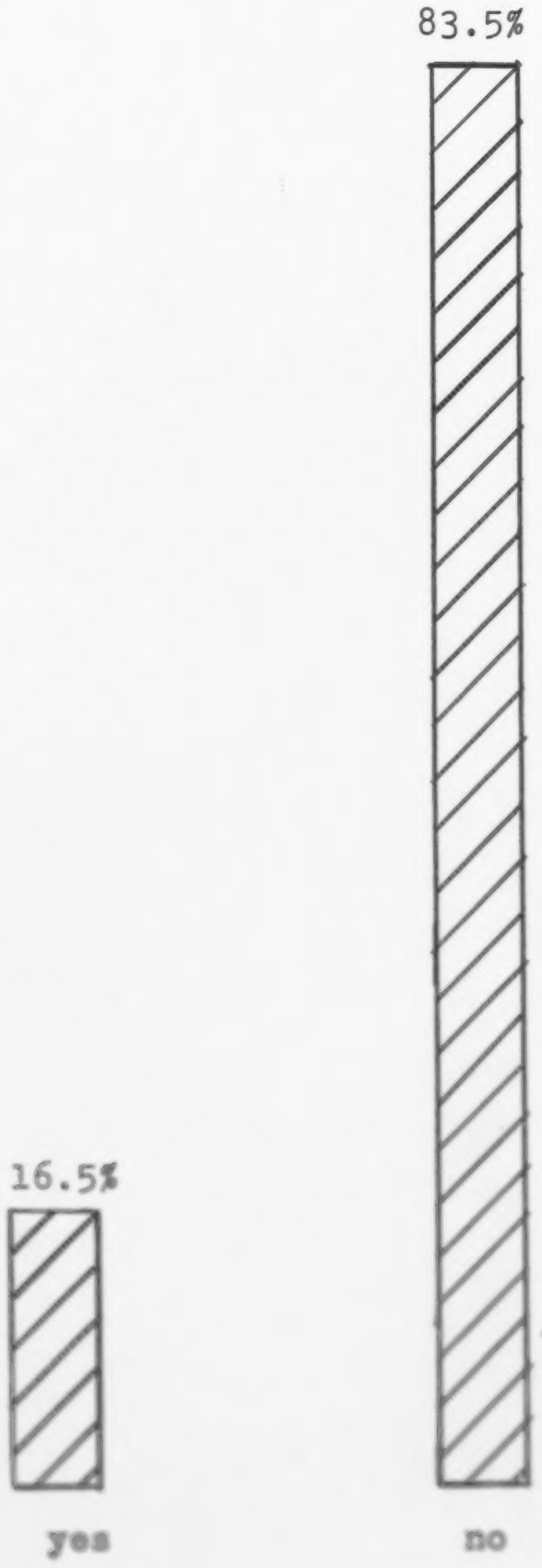
Many comments on individual books were in the learning journals. The most frequently mentioned were Patterns of Culture, Waiting for Godot, The Bear, Dynamics of Faith, and Future of an Illusion. Patterns of Culture aroused many comments such as, "boring, interesting but dry, too detailed." These derogatory comments were emphasized by the students who enjoyed the meaning of the book, and the eye opening facts it brought out, but felt as if they had to wade through too much trivia to get to the meat of the book. Many suggested that a more interesting book in the same field, perhaps a work by Margaret Mead, be substituted. Waiting for Godot appeared to be one of the most exciting books on the list along with The Bear. One student commented that Beckett definitely established the waste of waiting and the horror of boredom. Dynamics of Faith was definitely one of the most difficult books to read and digest, the constant circular writing of Tillich caused the book to become tedious to read, but after all the negative books, it did affect some of the students as "a light after the darkness of destruction." Future of an Illusion received the most opprobrious comments of all the books. Some of the students stated that they received more information from the outline of the lecture by Angermeier than from the book itself. Huxley's essays received somewhat the same comments.

The books definitely did have an effect on the students. The following comments were made in reference to the books as a whole, "I was quite clearly influenced by the Core readings." and "why do I always have more questions than answers?"

V-C Do you feel that some form of Current Events information and issues should be included in the Core 101 program?



IV-E Are the paper topics too restrictive?



Sample Questionnaire for Colby Jr. College

SCATE QUESTIONNAIRE--Mr. Rupp's Sociology Class

1. Is the presentation of material conducive to comments and questions?
   always usually sometimes never

2. Do you contribute to the class by challenging the instructor with constructive and intelligent questions?
   Yes No

3. If no, what inhibits your making comments in class?
   a. lack of preparation
   b. lack of interest
   c. the hour the class meets
   d. none of the above

4. Do you feel that the class discussions are pertinent to the subject then being discussed?
   always usually sometimes never

5. If the material in the text adequately convered in class?
   Yes No

6. The accepted general formula for class preparation is two hours of preparation for every credit hour. Do you feel you have fulfilled this average requirement?
   Yes No

7. How effectively do the exams test the material discussed and read?
   very well well not well enough inadequately

8. Are you satisfied with your accomplishments in the class?
   always usually sometimes never

9. If you are not satisfied, why aren't you?
   a. lack of understanding
   b. difficult material
   c. too much assigned for a certain amount of time
   d. none of the above

10. Are you enough at ease with your instructor so that you can discuss your academic problems with him?
    Yes No

Reporter's Summary of Group Sessions at Colby Junior College

The following are summarizations of group discussions conducted in six out of thirteen courses which made up and administered questionnaires. Of those thirteen courses one set of questionnaires came in way after the cut off date for questionnaire processing and the other set came in had written and illegible so that they could not be processed. Therefore, five of these courses were never moved into the discussion phase of the project because the students felt either that there wasn't the necessity to do so or there that was not enough time for discussion, or, as in some cases, that it was impossible to get class members together to discuss.

The following summarizations are objective (except in three cases in which the instructor and/or a student in the discussion was interviewed about what took place because of failure of SCATE recorders to show up at the right place and time) recordings of what pertinent things went on. They are recorded from two standpoints: (1) what was the atmosphere of the group discussion; (2) what were the main issues discussed or raised. These areas, as Robert Mattuck (sentitivity group trainer for SCATE recorders) stressed, are the most important to watch in any group situation.

(Following are two of the six final reports plus additional thoughts by the Colby reporters in the form of "conclusions" and suggestions.)

Report on Sociology I--Mr. L. Rupp:

The entire class was present and sat in a circle formation including the instructor. The student who had originally begun SCATE activity in that particular class acted as group leader and began the discussion with reference to pertinent questions on the questionnaire. The discussion was at first dominated by one student who created a sort of dialogue with the instructor on certain issues. That student then began asking if her perceptions were accurate by asking for the impressions of the others. At this point others not only responded but raised issues themselves. By the end of one hour all members of the group had contributed at least once. Generally, there was little humor in the atmosphere of the group, and the tension present in the beginning soon disappeared probably because of their circular formation along with the efforts of the group leader to facilitate interchange. Also, the group was challenged by the instructor on several issues in which he offered several "assumptions" about students some of which were, according to the students, inaccurate.

Probably the most talked about issue was the objective testing procedure. Most students felt that this procedure was a "safe" testing method since most of the material could be obtained from class lecture notes and not so much from the text (which in most cases repeated the lecture material). The instructor counter-acted this with an example of a "C" student who came up with an "A" on one test because she had not attended many of the lectures and found for the first time that she had to research the material herself in the text reading. Secondly, the question of a survey course was raised in relation to the amount and kind of material in the course as well as the way it is treated. Here the time factor of the course entered in, and the instructor pointed out the fact that so many social issues had to be covered in the span of one semester that the class could not concentrate on only one and study it in detail. This was shy a class session consisted of half discussion and half lecture and the testing procedure was most effective in an objective form. The problem created by this is alleviated by assigning a paper on some aspect of the modern women in America so that students could concentrate and do independent research on a specific area.

Report on Psychology I--Mr. Wilson:

The "discussion" was not at all open. Perhaps because SCATE representatives (me!) had continually stressed that the purpose of SCATE was to explore teaching methods and not personalities, the discussion centered on criticism of the questionnaire and SCATE. There seemed to be a prevailing attitude that the inanimate questionnaire was a safer zone to attack than the controversial zone of teaching methods.

Typical criticisms of the questionnaire were like the following: "It was too restrictive. How can I be expected to evaluate anything through multiple choice." Also, offense was taken against particular questions. Number 10)Does the instructor frequently check class comprehension of subject matter by asking questions?) was picked on in particular. A typical comment in response to this question was: "The purpose of our college education is not for the instructor to do the asking, but for the student to ask her own initiative." (Good point!)

At one point the discussion did get around to a questioning of teaching methods. Question number 14 (Is the instructor often led far afield in discussing minor or irrelevant points?) sparked this questioning. The questioning was quickly pacified however, once we defined the terms, "minor" and "irrelevant." It was noted, by several students, that the instructor often gives examples of the theory being presented by alluding her personal life or the personal life of a member of her family. The discussion on this question was concluded with the agreement by both instructor and students that citing specific examples does not equal irrelevancy.

Aside from the realization just mentioned, the discussion seemed to have an "I wish the bell would ring" kind of tenseness. There seemed to be a diffused fear of stepping on toes. Perhaps I was too idealistic in my expectations of the discussion. However, I do feel that it could have been much less defensive on the parts of both the students and the instructor.

Conclusions: (Analysis from Colby student)

I think we can rightfully label the SCATE project of 1966 a "failure" in the sense that, although we were able to generate enthusiasm for it in its first phase, interest dwindled as time progressed and the reality of some of the problems became evident. Part of the failure to keep enthusiasm up and involve the entire campus in vital issue about more real problems that manifest it was due to the failure of the publicity committee (a subsidiary of the SCATE committee) to get effectively organized and imagine and carry out ideas for intensifying the concern over student discontent and verbalize it. There were communication problems also with those not directly involved with SCATE about deadlines that should have been met for certain phases of the project (example--questionnaire results).

But these problems were only symptoms of a much larger one. Basically, as Colby has learned from the past, people (students and teachers) do not like to have structures imposed upon them nor do they like being told that there is a problem. Last year the chapel issue (mandatory attendance) became controversial and vital to the campus community as a result of long-needed change was made. But student leaders, namely Jane Roshkind, did not get up in front of groups and verbalize the problem and prescribe an easy answer that could be worked out within a structured framework. Rather, student leaders listened to the general discontent, channeled it until it was focused upon a central issue (chapel), and then let the people know by word of mouth and in small enthusiastic groups how they could direct their feelings toward a constructive change. A petition was drawn up because these people knew who to contact within Student Government and some effective action taken.

So you see, our whole approach was wrong. If SCATE is to continue and become worthwhile it must work in the same direction as students worked last year. I do not think we are totally to blame, however. NSA, from the beginning, demanded a working plan from us and as a result we formed structure without defining and pinning down a specific problem. Lack of student-teacher communication is not specific enough. It is a broad and complex problem with many manifestations (for examples, students often find a build-up in exams and papers during a specific period such as just a week or two before spring vacation; students do not understand why they get certain grades and are not sure, before a test or a paper is done, what the instructor is looking for; in history courses, for example, a student is often not sure of from what approach the course is being taught--perhaps from many standpoints; Saturday classes: are they obstacles or aids for real learning or a means for keeping a percentage of the student body here on weekends?)

I think that these summarizations of discussions point up a great deal of confusion of expectations on both sides (student and teacher). So much has been mentioned or hinted at but left unexplored. If the SCATE project has done anything at all it has laid bare a great weakness here and it has scratched the surface of a great many smaller issues which result from the barrier between students and teachers here at Colby Junior College. A vast number of questions need to be asked about what exactly our purposes here as students and teachers are, and because they have been left unasked for so long there is a great fear to begin. I do not feel that this has been a futile waste of effort.

Suggestions:

If the SCATE committee agrees to continue next year, I suggest that several freshmen who are vitally concerned with this problem focus on one issue (Saturday classes for example) and talk it over in small informal groups. Student Government might well take over the SCATE project when a definite grievance has been voiced. Stu-G remains as the students' only vehicle for change.

Freshmen I would suggest to lead such groups are Cherly Sauerbrun and Mary Jane Crawford. This report, as the SCATE committee stated in the beginning will be on file but not out for publication. Its results are to be kept confidential.

A last suggestion. In looking over the questionnaires put out by both teachers and students I find that both come up with similar questions. I think there are questions which can be sorted out and used in a standardized questionnaire for use in most classes as an instrument for discussion next year. This is all up to next year's committee, however.

I repeat, it has been worthwhile but not for enough people and not on a deep enough level. But, keep in mind, it is always dismaying TO BEGIN.

Teacher Evaluation Questionnaire
Central State University

1.-4. Call number of course
5. Accum: 0) less than 2.00, 1) 2,02-2.4, 2) 2.5-2.99, 3) 3.0-3.49, 4) 3.5-4.0.
6. Rank: 0) 1, 1) 2, 2) 3, 3) 4, 5) Graduate student

7. Sex: 0) Female 1) Male
8. Sex of instructor: 0) Female 1) Male
9. Estimated rank in course: 0) Lower 1/3, 1) middle 1/3, 2) upper 1/3
10. Personal feelings toward this evaluation (answer on back when completed)
1. How helpful is the text in learning and understanding course material?
2. How difficult is the textbook material?
3. How much does the instructor rely on the text?
4. How valuable are outside reading requirements?
5. How valuable to learning are outside class writing requirements?
6. Types of examinations given.
7. Were quizzes given?
8. Surprize quizzes?
9. Does laboratory work parallel and complement lecture material?
10. Do you feel the class is too large?
11. Is there constructive class participation?
12. Number of unexcused absences allowed.
13. Do you feel that regular attendance is necessary for learning and understanding the course material?
14. Does the instructor's presentation permit good note-taking?
15. Are the lectures clear, well-organized, and understandable?
16. Does he speak well enough to be heard?
17. Does he make lectures interesting?
18. Does the instructor present a challenging course?
19. Does he stimulate original thinking and/or research?
20. Does he merely repeat textbook material?
21. Is class time wasted?
22. Do you feel that the instructor has had an adequate amount of experience in his area to conduct the class well?
23. Has the instructor expressed willingness to help and advise students outside of class?
24. Do you feel that your grades in the course accurately indicate your performance in the class?
25. Does the instructor review past examinations for the class?
26. How does he grade?

27. Please rate the overall difficulty of the course.
28. Do you feel that this course should be given in either fewer or more hours of credit? Please comment on reverse side.
29. Do you feel that this course will be use to you in your career? Please comment on reverse side.
30. Is the course valuable only to majors in the field, rather than to students in related fields also?
31. How does the instructor regard viewpoints differing from his own?
32. Is this course required for your major?
33. How much time and effort did you put into this course?
34. Were there adequate opportunities to ask questions in class?
35. It is my opinion that the instructor is sincerely interested in teaching this particular course?
36. The attitude of fellow class members was:
37. How much of the course grade is determined by laboratory work?
38. Please grade this course, as taught, by the following scale:

PLEASE WRITE ON THE REVERSE SIDE ANY COMMENTS WHICH WOULD BE HELPFUL.

University of Houston

Used in Final evaluation; this is the revised questionnaire.

DIRECTIONS: For each question, indicate your answer by marking the answer sheet. USE PENCIL ONLY. MAKE HEAVY BLACK MARKS. When you have marked the best answer to each question, then give your impression of how important the question is to your evaluation by marking V if it is very important, N if you are neutral or have no opinion, or L if the question is of little importance to your rating.

V-very important N-neutral or no opinion L-little importance

1. Sex of rater: a. male, b. female.
2. Classification of rater: a. Fresh., b. Soph., . Jr., d. Sr., e. Grad. or Post Bach.
3. I estimate my grade point average to be: a. below 2.0, b. 2.0 to 2.4, c. 2.5 to 2.9, d. 3.0 to 3.4, e. 3.5 or above.
4. This course is part of my major: a. yes, b. no.
5. Rate the instructor's apparent level of interest in this course: a. very high, b. high, c. moderate, d. low, e. very low.
6. The meanings of questions on his tests were clear: a. definitely yes, b. yes, c. no, d. definitely no, e. no tests yet.
7. Rate the degree to which course objectives were defined: a. very well, b. well, c. moderately, d. poorly, e. very poorly.
8. How much did tests in this course measure concepts and principles, as opposed to knowledge of facts: a. very much, b. moderately, c. little, d. very little, e. no tests.
9. He usually returned assignments and tests promtly: a. definitely yes, b. yes, c. no, d. definitely no.
10. The instructor's presentation holds your interest: a. definitely yes, b. yes, c. no, d. definitely no.
11. Rate the teaching effectiveness of the instructor's manner of speaking: a. very good, b. good, c. fair, d. poor, e. very poor.
12. Rate the size of this class: a. about right, b. too small, c. too large, d. much too large.
13. The instructor made me feel free to ask questions, disagree, and express my ideas: a. definitely yes, b. yes, c. no, d. definitely no.
14. The time allowed for discussion and explanation was: a. adequate, b. marginal, c. inadequate.
15. This instructor's explanations are clear: a. definitely yes, b. yes, c. no, d. definitely no.

16. How well does this course prepare majors in this field for employment or further education? a. very well, b. well, c. adequately, d. poorly, e. not applicable to me.
17. Will your course grade accurately reflect what you have learned? a. yes, b. no, I learned more, c. no, I learned less.
18. Rate this instructor's preparation for classes: a. very good, b. good, c. poor, d. very poor.
19. How much did the lab in this course contribute to your learning? a. no lab, b. very much, c. much, d. little, e. very little.
20. Does the instructor use humor to good advantage in class? a. very often, b. often, c. occasionally, d. rarely.
21. Instructor stimulates critical thinking: a. very often, b. often, c. occasionally, d. infrequently.
22. The level of the content of this course is: a. high school, b. fres.-soph., c. jr.-sr., d. grad.
23. Of how much value has this course been in your non-academic life? a. much, b. moderate, c. very little, d. none.
24. I looked forward to attending class: a. definitely yes, b. yes, c. no, d. definitely no.
25. Would you recommend this course and instructor to a friend? a. definitely yes, b. yes, c. no, d. definitely no.

Sample Questionnaire for
University of Alabama

COURSE EVALUATION QUESTIONS

Instructor's Name______________________Course and No.________
Grade Received__This course is (check one) required__elective__
Year in school________Major_______________________Sex______
Cumulative QPA________________Greek_________Non-Greek________

Please give your opinion of the course which you have identified above by rating the following according to this scale:

1--poor 2--fair 3--good 4--outstanding

____ 1. The value of the material presented during the lectures.
____ 2. The degree to which the lecture material correlated with your perception of the course content.
____ 3. The effectiveness of the textbook.
____ 4. The manner in which the text and other assigned materials complemented the lecturer.
____ 5. The general effectiveness of the lecturer.
____ 6. The accuracy of the professor's grading system in evaluating what you have learned.
____ 7. The coverage of course material by the examinations.
____ 8. The significance of outside assignments.
____ 9. The ability of the lecturer to make the course meaningful.
____10. The degree of satisfaction you have with the instructor's explanation of your assigned grades.
____11. The capacity of the instructor to make the course interesting.
____12. The proficiency with which the instructor handles class participation.
____13. The availability of the instructor for "after-class" discussion and clarification.
____14. The confidence of the instructor in his knowledge of his subject.
____15. The daily preparation for class.
____16. The clarity of explanations.

EVALUATE YOUR INSTRUCTOR'S EFFECTIVENESS IN THE FOLLOWING:

____17. His ability to arouse my interest.
____18. His success in stressing important material.
____19. His use of examples and illustrations.
____20. His capacity for stimulating new viewpoints or appreciation.
21. His skill in motivating me to do good work.
____22. His feeling for members of the class as individuals.

____23. If you have an adviser, evaluate his aid in helping you to plan your educational program.

____24. The overall quality of teaching of undergraduates at the University of Alabama.

(Answer the following on the back of this paper.)

____25. Give favorable or unfavorable comments about the course.

____26. Give suggestions which you think will improve the course.

FACULTY-COURSE EVALUATION REPORT

PHYSICS

Dr. E. S. Barr

Physics 1:2
General Physics
Over 50 Students

Physics 1:2 gives the student a basic knowledge of fundamental physics. To pass this course lab must be passed; a good grade in lab results in the higher letter grade in borderline cases. There are ten minute quizzes in approximately every class meeting. The questions are essay, problem-type or short answer. All tests are objective and the final average of four hour tests and exam are worth 60-40%. For borderline cases, attendance will be checked. Smith and Cooper Elements of Physics is being replaced after this term, by Miller's College Physics.

The students feel that the value of the material presented during the lecture is fairly good, but that the instructor is only fair in the general effectiveness of the lecture. The text and outside assignments are significant to the course. The examinations are good in covering the material, but the accuracy of the grading system is not quite well thought of. The instructor's confidence in his knowledge of the subject is good, as is his availability to the students. The ability of Dr. Barr to arouse student interest and his skill in motivating them are rated as fair.

Dr. Eric Rodgers

Physics 1:2
General Physics
Approx. 100 Students

The main purpose of this course is to present information on what is called general physics. This is a body of basic information that a person must understand to be able to continue with additional courses in physics or in such things as physical chemistry. Also, this basic information has direct application in the daily lives of all students and is considered to be quite worthwhile within itself. There are at least four problem-type hour exams which count a total of 50% of a students grade; the final usually counts 28%. There are frequent short lab tests and a final which count a total of 16%. The student must do the lab work in order to get a passing grade. Attendance, if it is too bad, may keep the student from passing or may cause him to lose the benefit of the doubt. Special help sessions are held each week to allow students to ask questions. College math is helpful. The text is Miller's College Physics.

Dr. Rodgers goes out of his way to help interested students. He has a "help session" once a week which benefits those who attend. He is a good lecturer and course material is well covered by examinations. His ability to clarify and explain his complicated subject is very good and in the related capacity of creating interest in his subject, he approaches excellent. Student disappointment in grades was indicated by slightly lower scores in these categories. But Mr. Rodger's appreciation for his students as individuals and his recognition of the idea that "students are people, too" are obvious assets from a student's point of view.

Dr. Eric Rodgers	Physics 12 Elementary General Physics 0-10 Students

This course is intended to present some of the principles of general physics and to study the applications of these principles to nursing. There is a final exam which is objective and also count 40%. There are several lab tests plus a final which combined count 20% of the final grade. The text is Physics for Nurses by Sackheim.

Dr. Rodgers is a very good lecturer and succeeds in arousing the students' interest. The students are satisfied with the text, but the outside assignments are not considered significant. The examination system received a good rating and the survey showed satisfaction with the instructor's emphasis on important material. Most of the respondents felt that the lab did not correlate with the lecture. Dr. Rodgers has confidence in his knowledge of the subject.

Dr. Gibean

Political Science 123
The Politics of Developing
Nations
25-50 Students

This course examines the politics of modernization. An effort is made to cast the discussion of the state development in terms of system analysis. Special attention is given to system analysis, the modernization of Japan, Viet Nam, and other selected countries in the Third World. The class is conducted by lecture with discussion. Readings are from Fiuble and Gable, Political Development and Social Change (from which oral reports are expected); and Holb and Turner, The Political Basis of Development. The grade comes from an oral midterm, given to groups of four and counting 30% of the final grade, an hour exam, 30%, and the final 30%. The oral reports from readings comprise 10% of the grade. Prerequisites for the course include fifteen hours in Political Science and senior standing or twelve hours in the department and graduate standing.

Dr. Gibean is a very good lecturer and the students praised his proficient handling of class participation. Dr. Gibean knows the subject thoroughly and is very effective in stimulating the interest and responses of the class. The text is not as much of an aid as is the lecture, but Dr. Gibean is readily available for discussion with students. Opinion was split over the oral test, but the general trend is that the course is meaningful and beneficial.

PSYCHOLOGY

Dr. Stephen F. Bollinger

Psychology .005
General Experimental
Psychology
About 15 Students

The purpose of this course lies in the application of scientific methods to the problems of psychology. Emphasis is on the classical and operant conditioning techniques. Class is conducted with lecture and with lab, 50% of the grade each, with lecture grade being equally divided by 2 hour exams and 1 final. Prerequisites include PY 3 and PY 11. Texts for the course are Millenson's Principles of Behavior Analysis, Hoffman's Laboratory Studies of the Conditional Response, Michael's Laboratory Studies in Operant Behavior, and The Psychology Experiment by Anderson.

Lecture is unorganized and lacks clarity and effectiveness. The lecture is not correlated with either the students expectations of the course or the text and other assigned materials. The students find examinations and grading methods to be fairly adequate. The course fails to interest, motivate, or stimulate the student.

Norman R. Ellis

Psychology 3
General Psychology
Over 50 Students

Tests in PY 3 are objective and consist of a midterm, quizzes, and a final. The format is lecture with quiz sections.

The main complaint about this course concerns the recitation sections. The instructors do not attent lectures so they often do not correlate with the regular class material. The professor's lectures are fairly effective despite poor classroom environment. The tests are sometimes ambiguous and the classes are not satisfied by the grading. The course is still interesting, so the main problem being with the format.

Dr. W. H. Rivenbark

Psychology 7
Psychology of Adjustment
Over 50 Students

Psychology 7 gives the student an overall view of personality health and how psychology studies this. There are two or three objective hour exams and a final which count 75-80% of the final grade. The student must write two or three critical reaction reviews of articles in the textbook and one book report of the same type from books in the field of personality health. This written work counts 20-25% of the grade. The text is J. C. Coleman, Personality Dynamics and Effective Behavior (this will probably change). The format is lecture, but questions are encouraged. Prerequisite: Psychology 1 or 3, or the equivalent.

This instructor was scored very good on all points. His lectures are interesting, closely related to the text, and enhanced by films and tapes. He knows his subject and has the ability to clarify and explain it to the student. The text for Psychology 7 received only fair ratings, but supplementary assignments were appreciated. Dr. Rivenbark seems to be one of those very interesting and very difficult professors. His students in both Psychology 7 and 191 were only fairly satisfied with their grades. They generally agreed that they had learned more than their grades indicated. Dr. Rivenbark's ability to arouse interest and stimulate new viewpoints is excellent (a rare rating), but he falls down in motivation of the individual student. It seems the difficulty in achieving high marks under Dr. Rivenbark generally discourages his students. Paradoxically, he is sensitive to his students as individuals, and offers ample time for "after-class" discussions.

Dr. A. A. Baumeister

Psychology 11
Elementary Statistical Methods
10-25 Students

Psychology 11, under Dr. Baumeister, uses a variety of basic texts. During the fall semester, no text at all was used. There are no assigned papers or projects. There are one or two objective hour exams, which combined, count 40% of the course grade. The objective final counts the remaining 60%. To enter this lecture course a student must have had college algebra.

The outside assignments for this course did not receive a good rating. An interesting, clear lecturer makes a stimulating course out of an otherwise drab one. Dr. Baumeister stresses important material and is very effective in his use of examples and illustrations.

Stephen F. Bollinger

Psychology 11
Elementary Statistical Methods
10-25 Students

In PY 11, methods are presented which make possible inferences about a population from knowledge of small samples. There are 2 hour tests which count 25% of the course grade and a final, which counts 50%. Lab exercises help or hurt borderline cases. College algebra is required and the text is Introduction to Probability and Statistics by Mendenhall.

The greatest fault with this course is the text. Students find it unsatisfactory and it does not correlate with material in lecture. The lectures are not always clear and lack effectiveness. There is a great deficit in class participation and clarity of explanations. The tests are fair but the grading methods inadequate in evaluating what the student has learned. The course fails to interest, motivate, or stimulate the student.

Emil Raab

Music 35
Chamber Music
0-10 Students

MU 35 trains instrumentalists in chamber music technique. The class studies chamber music literature of the past 250 years. There are 2 or 3 public performances per semester. The student is judged on individual competence within the group. Attendance is 75% of the grade; exams count 25%. Reading is restricted to the music literature itself with view to proper performance. Prerequisites: freshman and sophomore work in music and adequate instrumental ability.

The students rated Mr. Raab outstanding in his knowledge of the subject and his preparedness for class. The lectures are excellent and the students are stimulated to work and appreciate the subject. Overall the course is excellent and interesting, but many feel there is a disparity between the one credit hour and the preparation time for class. Mr. Raab is available for "after-class" discussion and he has a feeling for the individuals in the class.

Frederick B. Hyde

Music 121
History of Music
10-25 Students

MU 121 is designed to prepare music majors and others who take it as an elective for coping with what is hoped will be a musically informed world. It concerns the history of music in depth, i.e. over and above the elementary level of acquainting the student with composers, works etc. Effort is made to tie in material with either cultural areas (art, history, literature, etc.). All tests are essay and identification and the approximate % values of the course grade are 37% for hour exams, 33% for the final, 10% for attendance, and 20% for the research paper on an assigned subject. The text is Cannon, Johnson, and Waite, The Art of Music and other assorted books. Helpful courses are 16th and 18th century counterpoint and History of Western Civilization. The required course is MU 22 or permission of the instructor.

The content of Dr. Hyde's lectures is good and he successfully interests the class. Dr. Hyde makes himself available out of class and he is interested in the individual students. The examinations and grading methods are good and the instructor is rated outstanding in his knowledge of the subject. The students praised his preparation for the class and his ability to stimulate them. The students feel that the content and the instructor of this course make it very worth while in their study of music.

Dr. Frederick B. Hyde

Music 123
Music from 1400 to 1750
10-25 Students

Music 123 is designed to prepare students to meet history requirements of the general examination for a Master's, to serve as a proseminar for later work in Music History Seminar, and to give students experience in presenting a scholarly subject before a peer group. The student writes one term paper and does classroom reports on areas of course study. These compose 25% of the student's grade. The final and hour exams are essay and identification and count 25%. Class participation counts 50%. Basic reading in texts are from Reese, *Music in the Renaissance*, and Bukofzer, *Music in the Baroque Era*. Also, students read as many primary sources as possible in the subject in which they are doing research. The prerequisite is Music 121:122. History of Western Civilization and courses in advanced music theory may prove helpful.

This is a very challenging course with valuable research involved. Dr. Hyde is very knowledgeable and he received excellent ratings in every category. The students evaluation of their assigned grades was a little lower than the other categories, but it was still fairly high. The overall picture of this course is stimulating and interesting.

NORTHEASTERN UNIVERSITY

Faculty-Course evaluation Questionnaire

PERSONAL DATA:

1. At present, I am a: a) freshman b) sophomore c) middler
   d) junior e) senior

2. I am enrolled in the following college: a) liberal arts
   b) education c) business administration
   d) engineering e)other

3. To date, my academic average (QPA) is: a) 3,0 or below
   b) 2.0 - 2.4 c) 2.5 - 2.9 d) 3.0 - 3.4
   e) 3.5 - 4.0

4. This course was required of me: a) yes b) no

5. This course is in my major: a) yes b) no c) does not apply

COURSE DATA: Answer only those questions which are applicable.

6. Your most important criterion in evaluating this course is:
   a) whether or not you can get a good grade
   b) the amount of work required
   c) the quality of the professor
   d) its relevance to your major field of concentration
   e) your general interest in the subject matter

7. Since taking this course, your interest in the subject matter has:
   a) increased
   b) stayed the same
   c) decreased

8. The required reading clarifies and enhances the subject matter of this course:
   a) never
   b) rarely
   c) usually
   d) always
   e) does not apply

9. The supplementary readings clarify and enhance the subject matter of this course:
   a) never
   b) rarely
   c) usually
   d) always
   e) does not apply

10. The classroom sessions are:
    a) of little value
    b) of moderate value
    c) of high value
    d) irregular but more often of little value
    e) irregular but more often of high value

11. Discussing course material in section meetings is:
    a) of little value
    b) of moderate value
    c) of high value
    d) irregular but more often of little value
    e) irregular but more often of high value

12. The workload in this course in relation to the number of credits received is:
    a) heavy
    b) moderate
    c) light

13. The research paper in this course is:
    a) a significant part of the workload
    b) a moderate part of the workload
    c) a small part of the workload
    d) does not apply

14. The research paper is:
    a) of great value in clarifying and enhancing the course material
    b) of moderate value
    c) of little or no value
    d) does not apply

15. Generally, the substance of this course is:
    a) beyond my level of comprehension
    b) about at my level of comprehension
    c) oversimplified

16. Knowledge acquired in this course should be of the following use in the career I plan to pursue:
    a) none or very little
    b) moderate
    c) a good deal
    d) invaluable
    e) does not apply

17. Knowledge that I acquired on my co-op job is of the following use in this course (answer only if your co-op job is related to this course):
    a) none or very little
    b) moderate
    c) a good deal
    d) invaluable
    e) does not apply

18. If you could choose any type of arrangement for this course it would be:
    - a) a large lecture only
    - b) a large lecture with discussion section
    - c) moderate size class with class discussion
    - d) moderate size class with discussion section
    - e) seminar

19. If the quarter ended today, the grade you would receive in this course would probably be:
    - a) F
    - b) D
    - c) C
    - d) B
    - e) A

20. The grade you expect to receive at the end of the quarter in this course is:
    - a) F
    - b) D
    - c) C
    - d) B
    - e) A

21. The grade you feel you will deserve in this course at the end of the quarter is:
    - a) F
    - b) D
    - c) C
    - d) B
    - e) A

22. I would recommend this course:
    - a) not at all
    - b) with much reservation
    - c) with some reservation
    - d) highly
    - e) very highly

23. Regarding course objectives:
    - a) they have never been mentioned
    - b) they have been mentioned but never clearly defined
    - c) they have gradually become clearly defined as the course has progressed
    - d) they have been clearly defined since the beginning of the course

24. With regard to course requirements
    - a) I always know exactly what is expected of me
    - b) I usually know exactly what is expected of me
    - c) I usually have a general idea of what is expected of me
    - d) I am occasionally in doubt about what is expected of me
    - e) I am often in doubt about what is expected of me

25. The instructor stimulates your curiosity about the subject matter of this course:
    a) not at all
    b) a little
    c) moderately
    d) quite a bit
    e) exceptionally

26. The instructor relates material in this course to other appropriate areas of interest:
    a) never
    b) seldom
    c) moderately
    d) frequently
    e) almost always

27. If controversial matters come up, the instructor:
    a) evades or avoids the topic
    b) rarely allows for views other than his own
    c) allows other views but with reluctance
    d) welcomes expression of differing views
    e) encourages expression of differing views

28. Organization of course material is:
    a) disorganized
    b) poorly organized
    c) fairly well organized
    d) extremely well organized

29. The instructor appears to have:
    a) an exceptional knowledge of the subject
    b) an adequate knowledge of the subject
    c) a less than adequate knowledge of the subject
    c) a clearly inadequate knowledge of the subject

30. It sometimes occurs that students ask questions for which the instructor has no adequate answer at the time. When this occurs the instructor:
    a) avoids or evades the question
    b) attempts to answer the question at that time
    c) states that he doesnot know the answer
    d) explains that he does not know the answer, but tells the student where to look it up
    e) explains that he does not know the answer but will attempt to look it up

31. It appears that the instructor's preparation for class is:
    a) always adequate
    b) frequently adequate
    c) seldom adequate
    d) never adequate

32. For the type of course, the instructor's overall classroom approach could best be described as:
    a) never effective
    b) rarely effective
    c) generally effective
    d) always effective

33. The instructor relates the text or readings to class lectures or discussions:
    a) exceptionally well
    b) fairly well
    c) poorly
    d) does not apply

34. Considering the class size and the type of classroom presentation, the student-teacher relationship:
    a) could be improved
    b) is as good as could be expected
    c) is better than might be expected

35. When I need personal help in this course, the instructor:
    a) is rarely or never available
    b) is available but difficult to approach
    c) is available and easy to approach
    d) goes out of his way to make himself available

36. The method by which grades are determined are:
    a) satisfactory
    b) unsatisfactory

SAMPLE PAGE OF PUBLICATION FROM NORTHEASTERN

Professor Aaron--Physics

This course was required of Liberal Arts and Education freshmen who were in most cases majoring in scientific areas.

Professor Aaron, by the students reactions, has an effective classroom method, however outside the classroom they found him difficult to approach.

WORKLOAD	13% heavy 77% moderate 8% light
COURSE SUBSTANCE	22% beyond my level of comprehension 74% at my level of comprehension 2% below my level of comprehension

STUDENT'S RECOMMENDATION	10%	not at all
	18%	with much reservation
	37%	with some reservation
	24%	highly
	6%	very highly
INSTRUCTOR'S STIMULATION OF THE STUDENT'S CURIOSITY IN THE SUBJECT	28%	not at all
	26%	a little
	23%	moderate
	15%	quite a bit
	6%	exceptionally
CLASSROOM APPROACH	5%	never effective
	20%	rarely effective
	62%	generally
	11%	always
INSTRUCTOR'S AVAILABILITY	21%	rarely or never available
	11%	available but difficult to approach
	27%	is available and easy to approach
	7%	goes out of his way to make himself available